



**ST. VRAIN COMMUNITY
MONTESSORI
SCHOOL**

**St. Vrain Community Montessori School
2023—2024
Family Handbook**

Adult Family Responsibility

In the spirit of the Family-Guide Agreements distributed early in the school year, parents/guardians are asked to read, understand, review with your child, and comply with these guidelines, as a condition of enrollment at St. Vrain Community Montessori School. Failure to read, understand, and review these guidelines will not be an acceptable reason for failure to comply with policies and procedures outlined herein.

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I. Welcome

Dear Families,

It is with sincere pleasure that we welcome you to St. Vrain Community Montessori School (SVCMS). Together, our community has built a beautifully authentic Montessori program. We are grateful to enter the **15th year** of our Montessori Journey with a community full of families, faculty and staff committed to our mission and vision.

Since Montessori is a word in the public domain, it is possible for any individual or institution to claim to be “Montessori.” But an authentic Montessori community must possess certain characteristics, and these have become central foundations of our school.

Authentic Montessori Schools are characterized by:

- Guides credentialed in the Montessori philosophy for the grades they are teaching who have the ability and dedication to put Montessori methods into effective practice for their students
- Three-year, mixed-age groupings based on Dr. Montessori’s Planes of Development
- A full complement of Montessori materials in each classroom
- A schedule that affords uninterrupted, extended work-cycles, every day
- Classrooms that encourage cooperative learning, peer teaching, emotional development and a sense of community
- A partnership with families

At SVCMS, we hold these Montessori Essentials near and dear.

We look forward to providing your child/children an authentic Montessori experience that will form the foundation of their journey to realize their full potential. Again, welcome. We are glad you have joined our family community.

Sincerely,

Katie Torres

Head of School

“Our care of the children should be governed not by the desire to ‘make them learn things’, but by the endeavor always to keep burning within them the light which is called intelligence.” –Maria Montessori

II. Mission, Vision, and Values

Our Mission

St. Vrain Community Montessori School fosters human thriving by nurturing the whole child in an authentic Montessori program as a public charter school.

Educating the Whole Child means addressing

- Cognitive Development
- Social Skills
- Emotional Growth
- Physical and Spiritual Development

An Authentic Montessori Education offers

- Teachers credentialed for the level they are teaching, who have the ability and dedication to put the key concepts into practice
- A partnership with families
- A 3 year mixed-age grouping based on Dr. Montessori's Planes of Development: 3-6, 6-9, 9-12, and 12-15
- A full complement of Montessori materials in every classroom
- An uninterrupted work-cycle every day
- An atmosphere that encourages social interaction, peer teaching, and emotional development

A public charter school balances Authentic Montessori Methods with a standards-based environment by

- Viewing all students through the lens of Dr. Montessori's Planes of Development
- Aligning state standards to Montessori Curriculum
- Monitoring progress to inform instruction and optimize achievement of outcomes
- Participating in required assessments and accreditation processes

Approved 7/16/20

Our Vision

SVCMS students will become engaged humanitarians and stewards of the world who act with integrity, kindness, and wonder.

Approved 7/16/20

Our Core Values

1. Respect for self, others, and the environment
2. Peace within ourselves, within our communities, among people of the world, and with the Earth
3. Kindness to all living creatures; treating others as we wish to be treated ourselves
4. Integrity, honesty, and transparency
5. Equity, Fairness, Diversity, and Inclusion
6. Service
7. Joyfulness and the happiness of the child
8. Child-centered education
9. Self-construction of the individual
10. Independence within a context of interdependence

11. Whole Child Education
 - o Cognitive Development
 - o Emotional Growth
 - o Social Skills
 - o Physical and Spiritual Development
12. Gratitude
13. Hopefulness about the future

Approved 9/13/18

St. Vrain Community Montessori School embraces the following essential Montessori principles:

Child Centered Education: Students form their education in a prepared environment that provides freedom to explore nearly unlimited topics of personal interest. The Montessori materials and lessons ensure core learning across the curriculum while encouraging students to pursue what fascinates them beyond that core.

The Prepared Environment: Montessori classrooms are well organized by curriculum area and meticulously maintained. Care of the environment, including restoring it daily to its original condition of beauty and order, is a shared responsibility of the classroom community. The Montessori materials are both inviting and accessible. They are beautifully crafted and appropriately sized for independent use by children.

The Role of the Guide: Having benefited from 100 years of refinement of the Montessori Scientific Pedagogy of education, the Guide functions as the designer of the environment. The Guide is an observer and, using observational skill, becomes a resource to match learner to knowledge. They adapt the environment for both individual students and the particular classroom community, to keep the children challenged and engaged. The Guide is the primary model of the core of the Montessori values of respect for self, others and the environment.

Educating the Whole Child: The Montessori Method aims to educate the whole child and enrich the life of each student. Educating the whole child means addressing not only their Cognitive Development, but also their Social Skills, Emotional Growth and Physical Condition.

Montessori education offers a rigorous course of study even in the elementary years. Language instruction combines phonics and whole language strategies with classical and contemporary children's literature. Reading and writing occur across the curriculum and grammar is introduced early. Math concepts are presented with a sequenced set of concrete materials which prepare the children for increasingly more abstract and advanced work. Art and music are often integrated into projects in the other curriculum areas. Practical life responsibilities and physical activity address the child's growth and development.

Universal values that include character development and peace are woven into the curriculum. Kindness, courtesy, self discipline, self respect and the merits of diversity within and among communities are taught and modeled in the classroom. Global understanding is reinforced by placing all curricula in the context of the interconnectedness of the world and its cultures. Children are inspired to contribute to the betterment of the world through service projects of developmentally appropriate complexity and spheres of influence in their individual, local and global communities.

Non-Discrimination Policy

SVCMS welcomes all students, recognizing diversity as a virtue. SVCMS prohibits discrimination on the basis of race, creed, color, ancestry, national origin, religion, sexual orientation, disability or need for special education services.

This enrollment policy is designed to meet the requirements of C.R.S. §22-30.5-104(3), ensuring access to the school for all, from academically low-achieving students to exceptional students, and including students with disabilities.

SVCMS complies with all applicable federal, state, and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, sex, sexual orientation (which includes transgender), national origin, religion, ancestry, genetic information, or conditions related to pregnancy or childbirth.

Statement of Inclusion and Diversity

SVCMS strives to create, support, and encourage a culture of inclusion and collaboration that embraces and celebrates the diversity of our local and global communities. We commit to valuing the contributions and protecting the rights of all people—of every culture, race, ethnicity, religion, age, family structure, sexual orientation, gender identity and expression, socioeconomic background, ability, learning style, and worldview. Through this, we can achieve our underlying goal of educating and supporting responsible, engaged community members.

Multicultural education is an integral part of the Montessori philosophy. Our curriculum respects the individuality of each child, creates a community of cooperation, and nurtures a sense of wonder and curiosity about our differences. We honor and actively explore the varied backgrounds and cultures in the world. Students are encouraged to appreciate different perspectives, identify and reject stereotypes and prejudices, and work for equality and justice within the school and the world.

In our classroom communities, we foster peace and embrace differences through our curriculum, materials, and modeled behavior. By promoting inclusion and collaboration, we encourage each other to be open-minded and appreciative of different ideas. The work of recognizing, understanding, and appreciating our differences helps to form and inform a rich environment that is a crucial part of guiding our children on their path to maturity and global citizenship.

We oppose discrimination and consciously recognize the value of diversity throughout our hiring practices, admission process, classroom composition, professional development, and community activities.

Our goal in these works is that each member of our community feels welcome and valued, and all of our students are supported as they grow into compassionate global citizens. To this end, SVCMS accepts the responsibility to:

1. actively support each other and our families to acknowledge, honor, and appreciate differences;
2. become aware of privilege in our own lives, in the systems we create and support, and in our culture;
3. work as a team to dismantle and reorganize the systems that support marginalizing others;
4. incorporate anti-bias education at every level of our school.

Approved 9/13/18

III. Calendar and Daily Schedule

School Calendar

Our school calendar is similar to the St Vrain Valley School District with some variation. We generally start our K-8 students the last week of August and preschool students join our community approximately one week later. We **do not observe** any late start days. Further, we take two full weeks at winter break. See the [School Calendar](#) (available in the school lobby and on the [website](#)) for more details and holidays.

For 2023-2024, the following dates apply:

- 1st Day 1st-8th Years: 8/23/23
- 1st Day Kindergarten: 8/28/23
- 1st Day Preschool: 9/5/23
- Last Day of School: 5/24/24

School Hours

A.M. Preschool	8:30 a.m. – 12:00 p.m.
P.M. Preschool	12:30 p.m. – 3:30 p.m.
Full-Day Kindergarten	8:30 a.m. – 3:30 p.m.
Full-Day Preschool	8:30 a.m. – 3:30 p.m.
Elementary	8:30 a.m. – 3:30 p.m.
Middle School	8:30 a.m. – 3:30 p.m.

Daily Schedules

Daily schedules vary slightly from classroom to classroom. They will be distributed by classroom guides at Back to School and posted to the password-protected section of the school website.

Arrival and Departure Times

Arrival

Children's House, Elementary and Middle School	8:15 – 8:30 a.m.
P.M. Children's House	12:30 p.m.

Dismissal

A.M. Children's House	12:00 p.m.
All Other Programs	3:30 p.m.

School Delays, Closures, and Early Dismissal

At the discretion of the Head of School, SVCMS may close for the school day, call for a delayed start, or call for an early dismissal in the event of hazardous weather or other emergencies that threaten the safety, health, or welfare of students or staff members.

SVCMS **may or may not** follow the St. Vrain Valley School District in closure decisions. Whenever the St. Vrain Valley School District closes its schools, a broadcast communication is sent to all district families, including SVCMS families. However, SVCMS does not control this communication. Therefore, SVCMS will *always* send its own communication via School Messenger both as an email and an SMS message for all school closures and emergent schedule updates.

IV. Policies and Procedures

Arrival and Dismissal Procedures:

All SVCMS procedures are intended to support the safest possible arrival and dismissal times. We understand that arrival and dismissal can be challenging. Please model your best grace and courtesy for our community and help your children to do the same.

Authorized Pick-Up

- Children's House students must be signed in and signed out using the QManager app on your phone or the school's iPad. Parents and guardians will be added to the system by school staff.
- If someone other than a parent or legal guardian will be picking up your Children's House or Lower Elementary student, please make sure to complete an [Authorized Pick-Up Form](#) to grant permission for another adult to pick up your student. Adults who are not your student's parent or legal guardian may be asked to present photo identification. Completed Authorized Pick-Up Forms should be turned into the school office prior to having another adult pick-up your student.
- The office will add the authorized pickup lists for Children's House to QManager.
- Students in Upper Elementary and Middle School do not need authorized pick-up forms.
- Students in the Upper Elementary and Middle School may be dismissed to their own custody with written permission from a parent or legal guardian.
- During the school day, the office is unable to deliver messages to students about carpool or pick-up changes.

Drive Through Loop for 8:30 a.m. Arrival and 3:30 p.m. Dismissal

For the safe and efficient arrival and dismissal of all children, please follow the following drop-off and pick-up procedures.

- During drop-off and pick-up, please focus solely on the safe drop-off and pick-up of children. The drop-off and pick-up loops are designated **No Cell Phone Zones**; therefore, *please do not use cell phones during this important time.*
- To manage the flow of traffic at dismissal, all families will be assigned a pick-up location at either 1055, 1001 Delaware, or both. Your dismissal assignment does **not** change to accommodate playdates or other one-time pick-up scenarios.
- Do not park and/or leave your car for any reason in the drop-off/pick-up loop. If you need to visit the office or speak to another parent, park your car and enter the building or gather with others in a safe area away from the cars in the loop.
- **Parents/Guardians must remain in the car at all times. All children will enter and exit the car on the right side of the vehicle.** Children should be ready to exit the vehicle when a guide approaches. If your child is still finishing breakfast when faculty greet your car in the morning, they will respectfully request that you park, finish your meal, and walk your child to the office when they are ready to join their classroom for the day.
- The **youngest child's car seat should be placed on the right side of the car** in the case where both Children's House and Elementary Children are arriving or departing in the same vehicle.
- Parents/Guardians should pull up as far forward as directed to allow as many cars as possible to safely use the drop-off/pick-up loop.
- Please help us keep traffic moving during this busy time. Guides and staff will not engage in conversation or answer questions about the children's day during this time. If you need to speak to your child's guide, please call them or email them about the matter, and they will get back to you as soon as possible in accordance with the school and classroom communication guidelines.

- Parents/Guardians may not get out of the car to buckle children into their car seats during loop, as it slows the loop considerably.. Guides can assist children with their car seat buckles and will ask the child if they would like assistance. Staff will only be able to assist children who are seated on the right side of the car (due to the arrangement of our car loop) and whose parents/guardians have completed the appropriate permission form.
- SVCMS distributes color-coded classroom signs to help our staff deliver children to the correct car. At pick-up, parents/guardians should clearly display the colored classroom sign upright on the dashboard or from the rearview mirror of the car. Keep the sign displayed until you have received your children.
- Please do not leave your car idling when in the loops.
- Do **not** make a left turn to exit the loop at 1055 or 1001 Delaware. Left turns are not safe for you or others.

Mid-Day Arrival/Dismissal Procedures

- During the noon-hour arrival and dismissal window, there will **not** be a drive-up loop. All parents/guardians must park and walk up to the school during the noon hour Arrival/Dismissal process.
- For dismissal of morning-only children at 12:00 p.m., parents must park and walk up to the playground to sign out their child(ren). Make sure you sign out your child on the iPad and wait for the guide to escort your child to the playground gate and release them to you.
- For arrival of afternoon-only children at 12:30 p.m., parents/guardians must park and walk their children to the school. Please line up with your child outside the primary playground gate. At 12:30 p.m., a guide will come to the classroom door to welcome the children. Parents/Guardians must use QManager or the iPad to sign-in their child.
- Due to liability and safety, SVCMS cannot have children on the playground outside of the officially supervised recess. For afternoon children, please do not arrive early for "extra" playground time; and for morning children, please do not re-enter the playground after you have signed out the child and after the school recess has ended.
- Again, please do not park in our neighbors' parking lots or within 50 feet of the school bus parking lot entrance.

Late Arrival

Cars that arrive in the car line at 8:31 a.m. or later will not be received by loop staff. A "hard stop end-time" to arrival loop is necessary because if staff stay outside to receive cars that arrive after 8:30 a.m., more late cars arrive and then staff are regularly outside far past 8:30 a.m. This is not sustainable because guides who staff the arrival line are needed in the classroom when the school day starts at 8:30 a.m. You may see staff members still receiving children from cars after 8:30 a.m., though those are cars that were in the carline prior to 8:31 a.m.

We appreciate that it can be frustrating to be almost on time and then to be asked to park and walk your child in (and it can be confusing if you still see SVCMS staff outside). We ask for your understanding that we need to finish the loop so that guides may return to their classrooms to be with their students.

If your student is arriving late to school (8:31 a.m. or later), please follow these steps:

PK-3rd Grade Students: Park and escort your student safely to the school office to sign in for attendance purposes. PK-K students will also need to be signed in via the [QManager](#) mobile app.

4th-8th Grade Students: Call the school office at 303-682-4339 to notify staff that your student will be arriving late. Do not drive away until you see your child enter the school. Please do not drop your student off late without calling the school and waiting until they have been let into the building. If the Middle School is at the Orchard, you will receive instructions from the MS Team about drop-off procedures.

On-time arrival at school is very important to a student's successful school experience. Late arrivals are disruptive to guides, other children in the classroom, and office staff. Out of consideration for others, and most importantly, out of consideration for your child(ren) having the best start to their day, we ask that you ensure that your child(ren) arrive to school on time on a daily basis. All late arrivals (after 8:30 a.m.) will be recorded as "Tardy Unexcused" in Infinite Campus unless accompanied with a physician's note. Students who accumulate three (3) unexcused tardies shall be issued one-half day unexcused absence. These absences will accumulate for the purpose of Good Standing status and enrollment priority).

If a child is late on a day that a field trip is scheduled and the class has already left for the field trip, they will be placed in another classroom until the class returns from the field trip. Students, especially at the Upper Elementary and Middle School levels, with excessive tardiness may be asked to make up missed work.

Late Pick-Up

All children must be picked up during their respective dismissal times. There is a 15 minute pick-up window for the 3:30 p.m. dismissal, and a five minute pick-up for the midday dismissal. Afternoon (3:30 p.m. dismissal) children who are not retrieved by 3:46 are a late pick-up. Midday (12:00 p.m. dismissal) children who are not retrieved by 12:06 are a late pick-up. If you are running late for any reason, please contact the school.

If you are late picking up your child, you will be charged \$3 per minute for each additional minute your child is left at school, with a minimum of \$10 being charged per child. Afternoon (3:30 p.m.) dismissal children picked up after the 15 minute grace period should be picked up in their respective classrooms. Midday (12:00 p.m.) dismissal children picked up after the five minute grace period should be picked up in the main office. Late fees will be invoiced and the fees will contribute to the classroom supply fund.

If you do not contact the school by 20 minutes after your designated pick-up time, you and your emergency contacts will be contacted. All applicable late fees will apply. It is your responsibility to make sure your emergency contact information is kept current with the office at all times.

If your child is left at school one hour beyond their pick-up time they are by law considered abandoned and the school is required by law to contact the police who in turn contact the Department of Human Services to pick up the child. We will make every effort to contact you or persons authorized to pick up your child before making calls to the police. We will stay with your child and delay making any calls if you notify us of an emergency that requires you to be later than one hour past dismissal to pick up your child.

Attendance Policy

Daily attendance is critical to a child's continuity of learning and is the combined responsibility of the parents, the school, and the child. The Colorado School Attendance Law requires compulsory school attendance for children age six to sixteen. This law makes parents responsible for their children's attendance and requires schools to keep accurate records of daily attendance and to report annual attendance. Regular attendance makes it possible for guides to meet the goals of the school. Students cannot benefit from their educational experience when they are not present. *SVCMS students risk loss of re-enrollment priority if they do not comply with attendance policies.*

Reporting Absences

Students are expected to attend school for all days of the established school calendar. When illness, family emergency, or family business requires your child to be absent, parents/guardians are expected to email the school at attendance@svcmontessori.org or call the school at

303-682-4339. Absences must be reported **to the office**; the office staff will then inform the classroom Guides. When contacting us, please leave the following:

1. Student's name
2. Student's guide and classroom
3. Date and reason for absence
4. Parent's/Guardian's name
5. Telephone number where you can be reached during the day

Absences resulting from temporary illness, injury, extended disability of the student or family, or emergencies will, under normal circumstances, be excused. Absences due to illness are generally excused. If these absences are frequent, recurrent or prolonged, we will require a note from your medical provider to excuse these absences.

Please review the [2023-2024 COVID-19 Guidance Document](#) for information regarding absences related to COVID-19.

Prearranged Absences Procedure

Additionally, absences for reasons other than illness, injury or family emergency require a [pre-arranged absence form](#) to be considered as excused. This form must be submitted at least two weeks prior to the planned absence. This includes absences due to planned doctor or dental appointments. Parents/Guardians must submit a pre-arranged absence form for ALL appointments, even if they are only partial day, for the absences to be excused. Pre-arranged absence forms are also available on our website, on the Info for Families page. **Personal vacations taken during regularly scheduled school sessions are discouraged and generally not excused.** Supplemental work may not be provided by the guide or school prior to a vacation.

Any absences that are not reported to the school office within 48 hours will be marked as "unexcused." In accordance with SVVSD policy, "the minimum number of **unexcused absences** a student may incur before judicial proceedings are initiated to enforce compulsory attendance is four (4) days in one month or ten (10) days during any school year."

A parent/guardian whose child has significant unexcused absences in a school year may be subject to legal proceedings. Parents of students with ten (10) or more absences may be required to submit a letter from the child's physician.

Excessive Absences Due to Illness*

Students who miss more than 2 (two) consecutive days of school or 4 (four) or more total days in a 30 day period due to illness may be required to provide a note from their medical provider to excuse their absences. Students who have accumulated more than 10 absences (combined excused and unexcused), may be required to submit a note from their medical provider to excuse any future absences for the school year.

Excessive Absences and Enrollment Priority*

Currently enrolled students are given Enrollment Priority during the Open Enrollment process as long as they are in **Good Standing**. Enrollment priority is afforded to currently enrolled SVCMS returning public school (K to 8th grade) students in good standing. Good standing requires that a student is not habitually truant. This means they may have no more than four (4) unexcused days in **one month** or no more than ten (10) unexcused absences per year in accordance with the SVCMS Attendance Policy.

Because re-enrollment occurs in February, returning student status will be granted to those students who have no more than six (6) unexcused absences as of January 31st of the current year. If a student is granted re-enrollment on the basis of Good Standing and then accumulates

more than ten (10) unexcused absences for the year, their enrollment for the following year will be forfeited.

Students who meet the criteria for habitually truant will not receive returning student status.

If students are absent to the point that they are unable to progress through the curriculum within an appropriate range, they may be asked to repeat a grade as a condition of re-enrollment.

Reenrollment

If a parent/guardian of a currently enrolled student at SVCMS enrolls their student at another district school for the upcoming school year, the student's returning student status may be forfeited.

Grade Advancement Policy*

If a student is absent for any reason more than 10% of the school's contact days, the student's Lead Guide and the Head of School will convene a Body of Evidence and Student Progress Review. Following the review, a parent/guardian meeting will be held. The student *may* be asked to repeat a grade as a condition of re-enrollment at SVCMS if they are unable to demonstrate expected progress within the given academic year in which the poor attendance occurs.

The decision to impose this condition of re-enrollment will be made in consultation with the student's Lead Guide and at the sole discretion of the Head of School.

Sign-Out During School Hours

Students are never permitted to leave school during regular hours without permission. No student may go off-campus alone during school hours. Any student leaving the school during these time periods must be signed out in the office by a parent or guardian. Children's House and Lower Elementary students will only be released to individuals who have been designated as "authorized persons to pick-up" the student with original parent signatures on file with the front office. A parent may not call in to the school to allow a person not listed on their authorized pick-up list to pick up their child. If a change in pick-up must be made, please come in person to notify the office and the guide of the change or send a written notification, or an email to the office.

Due to the disruption to the school, SVCMS strongly discourages early sign-out of students during the school day. When it is unavoidable, written notification to the guide and the school office should be sent requesting early dismissal. Other than emergency situations, classes and students should not be interrupted for early dismissal. Please plan to schedule doctor, dentist and all extra-curricular activities for outside school hours. In the unavoidable situation of an early pick-up, parents should plan to arrive with sufficient time for students to be retrieved from their classrooms. Students will not be ready and waiting in the office prior to pick-up. Parents/Guardians should plan for 10-15 minutes at the school to collect their student.

Parents/Guardians of Middle School and Upper Elementary students who are leaving early must call the main school office (303-682-4339) when they arrive to pick-up their child and proceed to wait for their student at their classroom door. Staff will release your student to meet you outdoors.

Recurrent Early Release for Middle School

If a middle school student is participating in a sport or other extracurricular activity that requires them to leave school 10-15 minutes early on a recurring basis, it is their complete and sole responsibility to be ready to leave at the designated time (no earlier than 3:15 p.m.). Parents/Guardians can wait outside the classroom door for their student but should not call the school regarding a recurring early release.

All recurring early releases must be pre-approved by the Head of School by completing a [Pre-Approved Absence Form](#).

Dogs on School Grounds

To ensure the safety of students and their pets, dogs will not be allowed on the SVCMS campus when students are present (on school days between 8:00 a.m. and 4:00 p.m.)

Dogs are only allowed on the school site under the following implementation conditions:

1. While serving as a certified service or guide dog under ADA guidelines.
2. While assisting a law enforcement officer engaged in law enforcement duties.
3. While driving through the drop-off or pick-up loops, as long as they remain in the vehicle and do not interfere with the safety of the drop-off or pick-up procedures.

We appreciate your help in keeping our students and their pets safe.

Approved January 9, 2020

PreK-6th Grade Dress Code

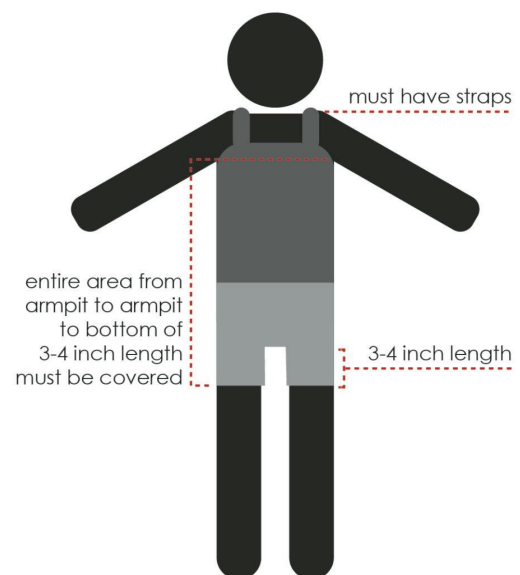
Background:

The SVCMS Dress Code is founded on the belief that students should be dressed in a way that is comfortable, safe, and school appropriate. Students may be working both indoors and outside, at tables and on their work rugs on the floor, so it is important that their clothing provide comfort in a variety of working environments.

These general guidelines cannot encompass all possibilities of student dress. If there is a question as to whether or not a student's attire falls outside the guidelines, the Level Leader of the student's level will make the judgment call.

Some specific guidelines for appropriate dress include:

- As visualized to the right, clothing must have straps, cover the entire area from armpit to armpit to bottom (at least 3 to 4 inches from crotch).
 - Clothing should cover the student's mid-section at all times.
 - Clothing should fully conceal undergarments.
 - Clothing should be clean and neat.
- All clothing worn by students must be free from profanity, gang symbolism, culturally insensitive images and other images, words



- or designs commonly understood by the current society to be offensive.
- Licensed characters should be avoided.
- Long hair should be pulled back or groomed so it does not obscure a student's eyes or interfere with a student's ability to make eye contact with others in the community.
- Plain athletic, casual or dress shoes that are comfortable, school appropriate, and safe to wear to school and for recess should be worn. A pair of slippers or inside shoes (i.e. Crocs) should remain at school for classroom use. Please do not send children in flip flops, high heels above 1", rollers, western boots, or shoes with whistles, squeaks, or lights, as they are unsafe on the playground or distracting in the classroom.
- Sunglasses and hats are only allowed to be worn outside.
- Smart watches are not permitted in the environment.
- Body piercings are prohibited. Earrings, if worn, must be safe for school activities.
- Excessive or distracting jewelry is prohibited.
- Avoid valuable jewelry or accessories that may be lost or misplaced

A student whose clothing or appearance disregards the Dress Code will be asked in private by a Lead Guide to change their clothing using the extra set sent to school. If extra clothing is not available, the student's parent/guardian will be called to pick up the student or arrange to have a change of clothing brought to the school before the child is permitted to return to class.

Approved August 22, 2022.

Movement Dress Code (Physical Education) for Students

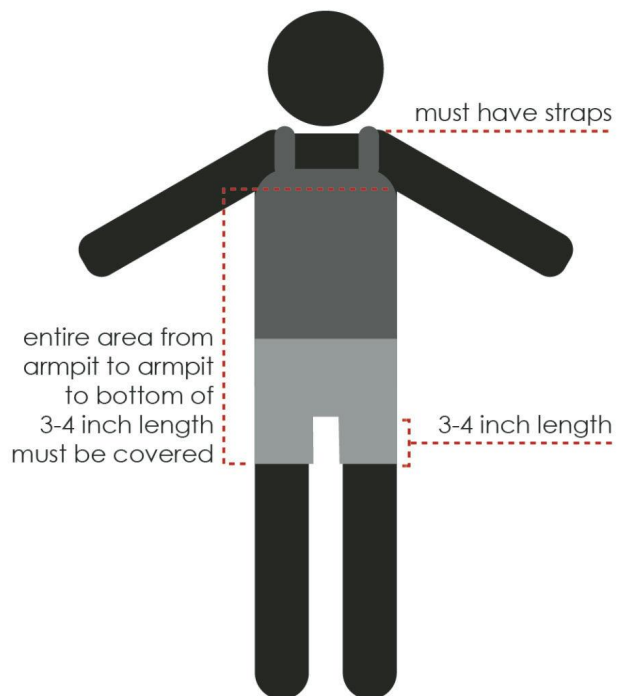
For their safety and preparedness for vigorous activity, students are required to come to Movement prepared with a water bottle and athletic shoes that have lacing or snug elastic closures (no Crocs, sandals, boots, Keens, etc.), long hair tied up and out of their faces, and comfortable clothing that allows vigorous movement. Many families find that leaving a dedicated pair of athletic shoes at school for Movement and recess is helpful. Please choose what works for your family and sets your child up for success. If providing movement shoes presents a financial hardship for your family, please contact the school office or head of school.

Middle School Dress Code

Background:

The SVCMS Middle School Dress Code is founded on the belief that students should be dressed in a way that is comfortable, safe, and non-distracting. Students may be working both indoors and outside, at tables and on their work rugs on the floor, so it is important that their clothing provide comfort in a variety of working environments.

These general guidelines cannot encompass all possibilities of student dress. If there is a question as to whether or not a student's attire falls outside the guidelines of safe and non-distracting, a Lead Guide of the student's level will make the judgment call.



Some specific guidelines for appropriate dress include:

- All clothing worn by students must be free from profanity, gang symbolism, culturally insensitive images and other images, words or designs commonly understood by the current society to be offensive.
- Any distracting visible tattoos (including those with logos or artwork that depict inappropriate themes for children) are prohibited.
- Body piercings are prohibited. Earrings are acceptable.
- Excessive or distracting jewelry is prohibited.
- Clothing should cover the student's mid-section at all times.
- Clothing should fully conceal undergarments.
- Students and their clothing should be clean and neat.
- Long hair should be pulled back or groomed so it does not obscure a student's eyes or interfere with a student's ability to make eye contact with others in the community.
- A student whose clothing or appearance disregards agreed-upon norms of the classroom will be asked in private by a Lead Guide to change their clothing using the extra set sent to school. If extra clothing is not available, the student's parent/guardian will be called to pick up the student or arrange to have a change of clothing brought to the school before the child is permitted to return to class.

Approved September 9, 2021.

V. School Communications

We strive for open communication with our community. We appreciate your thoughts and ideas and encourage you to discuss them with the appropriate person(s).

Contact and Emergency Information

Please keep your child's emergency information up-to-date. In case of an emergency, we must be able to contact parents as quickly as possible. At the start of each school year, parents/guardians must review and update their information on the Infinite Campus Parent Portal.

Infinite Campus Parent Portal

Infinite Campus is the district-wide student database that all SVVSD schools including SVCMS use. The IC [Parent Portal](#) is where families review and update their contact information, emergency contacts, notification preferences, and they can review their permissions.

Please make sure that you review (and make changes to if necessary) your parent portal information each year at back to school time. To receive emergency text messages from SVCMS, you must enter your cell phone number in Infinite Campus.

Please do not select the option to make your information *private* in Infinite Campus, as this will remove you from receiving all communications from SVCMS.

Electronic Communication: Email and Website

Electronic email communication through School Messenger is the primary method the school uses for communication of logistics to families. Information may also be found on the SVCMS website at www.svcmontessori.org, which will be updated as needed. During a busy school day, please feel free to leave a message with the main office for guides or correspond via email. All

staff email addresses are listed in the appendix to this Family Handbook and can be found on the school website.

SMS Messaging

In the event of an emergency, SVCMS will send out emergency SMS Text Messages to recipients who have agreed to receive them. Parents/Guardians must opt-in to receive these messages. We strongly encourage families to participate so that they can be easily contacted in cases of emergencies, weather-related delays, or other unforeseen events that might impact operational logistics.

To opt in to receive SMS texts from SVSMS, follow these steps: First, confirm that your wireless number is entered into the [Infinite Campus Parent Portal](#). Secondly, you must opt-in from your wireless device by sending a text message of “Y” or “Yes” to the Short Code Number **67587**. Once you do this, you should receive a confirmation message that lets you know that you are registered to receive SMS messages from School Messenger.

Weekly Updates

A Weekly Update is emailed every week to keep families updated on school news, programs, and community events. Please make time to read the Weekly Update each week, as it is the best way to stay informed on the events happening at SVCMS. The Weekly Update is also posted on the [SVCMS Website](#) for you to easily reference at any time.

Office Hours

School office hours are from 8:00 a.m. to 4:00 p.m. Please feel free to contact the school office regarding any topic, question, or concern you may have that is not included in these Partnership Guidelines. However, guides will not be called to the telephone before or during class time. Messages will be given to the guide. Emergency calls will be handled immediately by office staff. Note that phone lines may be busy during the before and after school periods. Feel free to leave a message or email the school with information during these peak call times.

Classroom Communication

For the most effective communication regarding classroom or individual issues, please talk to your child’s Lead Guide. The best way to get in touch is by sending an email. Guides will make every effort to respond to emails within 24 hours on weekdays. A child’s school behavior can be affected in many ways by changes or difficulties at home. In the event that a significant change occurs in your home, please inform us. All information will be regarded as confidential. Common causes of distress are either or both parents being away from home, the illness of a relative, any hospitalization, accident, or death in the family, a recent move, or death of a pet. Children often act as barometers of family well-being. So that we can offer a little extra TLC when an occasional upset occurs, please keep the lines of communication open.

Arrival and departure times are not appropriate times to start a conversation with guides. Please do not try to engage the guides or students in conversations during this time. Guides may still be preparing the classroom for daily activities or directing their attention to the students. Children separate from parents/guardians more readily and prepare themselves for the classroom routine if an efficient adult departure is practiced.

Friday Folders/Backpacks

Friday Folders are sent home with the Children's House and Lower Elementary students on select Fridays. They contain a variety of pertinent school information. Guides request that the Friday Folders be reviewed by parents/guardians and then returned the following Monday with information, responses, etc. from parents/guardians.

School Directory & Parent to Parent Communication

Every year we publish a Family Directory. Parents/Guardians indicate their wish to be included in the directory with their enrollment materials on first enrollment. These preferences will be shared with parents/guardians to review in back-to-school mailings, at which time parents/guardians may elect to change their preferences for inclusion in the directory. The directory is published as an email and will be stored on a password-protected section of www.svcmontessori.org. The directory is intended to facilitate communication and community building between families. It is not to be used for advertising purposes.

Board Policies

Board policies are published in the Governance section of the SVCMS website as they are approved by the Board of Directors. Printed copies are available to review in the office upon request. Please contact Lynn Lovett (llovett@svcmontessori.org) in advance of visiting the office to arrange a time to view policies.

Holiday Celebrations

SVCMS acknowledges that holidays and celebrations are an exciting part of a child's life, and they sometimes want to share that excitement at school. As a school, we are mindful to honor this social need while minimizing distractions from the classroom and remembering that not all members of the community celebrate the same holidays. The school will typically send gentle reminders to children and families about holidays when the potential for distraction and/or hurt feelings can be high. As a school, we come together as a community to celebrate Back-to-School, our Fall Festival, For the Love of Art Student Art Show, and Earth Day.

School Birthday Celebrations

Birthdays are celebrated in a variety of ways at SVCMS, determined largely by our developmental view of the child. A Celebration of Life is a wonderful way to honor and appreciate our students.

In Children's House, birthday celebrations occur within the classroom communities. Birthday celebration photos will be shared with families and we encourage you to enjoy and discuss the photos with your children at home. Students are invited to create a birthday "timeline" with photographs mounted and labeled of the child's life through the years. The child and parents make the "timeline" at home. The "timeline" of pictures will be presented to and then displayed in the classroom for a few days. As part of the birthday celebration, families are invited to send in whole fruit (example: cuties, strawberries, etc) or a fruit/veggie tray processed in a commercial kitchen, as we are unable to prepare the fruit here at school.

In Lower Elementary, Upper Elementary, and Middle School, students and staff have flexibility to celebrate birthdays in non-disruptive, age-appropriate ways.

VI. Health

SVCMS complies with St. Vrain Valley School District, The Division of Child Care and The Colorado Department of Human Services approved policies and regulations, and complies with all applicable federal and state laws concerning student welfare, safety and health, including, without limitation, Board policies and laws addressing the reporting of child abuse, accident prevention and disaster response and any state regulations governing the operation of school facilities.

The school has a quiet area in the school office available to those students who become ill or injured at school, or who require medication during the school day. If a child has a fever or requires medical treatment, the parent/guardian is called to pick up the child as soon as possible. If a parent/guardian cannot be reached by phone, the next person listed as an emergency contact will be called. Minor bumps, bruises, or scrapes are treated by our staff. Parents/Guardians are notified by phone of any accident or injury requiring an incident report from the office or supervising adult. Any accident involving a preschool student and requiring a doctor's visit is reported to the Colorado Department of Human Services.

SVCMS does not have an onsite school nurse. Office staff and teaching staff are trained in First Aid, CPR, and medication administration by our Nurse Consultant who delegates her authority to perform such tasks to appropriately trained staff.

Medications

All medications must be checked into the office and administered by trained personnel. A Permission to Medicate form must be completed by a parent/guardian and signed by a physician. Medications, including over-the-counter items, must be in the original pharmacy container with the original pharmacy label or drugstore packaging. The student's name must be on the store packaging.

All medications, including over-the-counter drugs, must be brought by a trusted adult to the school office. Under no circumstances may any medication be given to a student to bring to school; parents/guardians must deliver the medication to the school office. Except in cases where a student has a physician-approved, self-carry order, medication cannot be kept in a student's possession, nor can a student self-administer the medication at school. This is a very serious violation of SVCMS Safety Protocols and will be dealt with accordingly and may result in discipline measures up to and including suspension.

Supplements, vitamins, and herbal remedies are not allowed at school.

Exceptions to Medication Policy

The items listed below are not considered to be medications under the SVCMS Medication Policy and therefore do not require a Physician's Order. These items are not supplied by the school, except for sunscreen which is available for students in grades 1-8 and in Children's House with a signed permission form.

Preschool-Kindergarten:

All sunscreens, lotions, and lip balms must be labeled with the student's name and given directly from an adult to a classroom guide or to the office staff. These items are not allowed to be sent in backpacks or kept in students' cubbies due to safety concerns.

Lower Elementary:

Sunscreen, lotion, lip balm, contact wetting solution, and cough drops:

- May be kept in the student's backpack in cubby/locker

- May not be shared with other students
- Must be labeled with student's name
- Cough drops must be in the original packaging accompanied by a signed note from parent/guardian giving permission; students must inform an adult in the classroom that they are taking a cough drop and show the note from a parent/guardian.

Upper Elementary:

Sunscreen, lotion, lip balm, contact wetting solution, and cough drops:

- May be kept in the student's backpack in cubby/locker
- May not be shared with other students
- Must be labeled with student's name
- Cough drops must in the original packaging and be accompanied by a note from parent giving permission

Middle School:

Sunscreen, lotion, lip balm, contact wetting solution, and cough drops:

- May be kept in the student's backpack in locker
- May not be shared with other students

Reporting Illnesses

If your child is taken to an emergency room for any reason a minimum of 48 hours prior to their attendance, we request written information, and a copy of the physician report (high fever, stitches, etc).

Although we encourage and expect regular attendance, in an effort to maintain the good health of all our students, please refrain from bringing your child to school if they are sick. Families should follow Colorado's Department of Public Health and Environment's [How Sick is Too Sick](#) guidance. This will reduce the overall number of illnesses among the students.

If a child exhibits any of the following symptoms at school, a parent/guardian/emergency contact is notified to come and pick the student up within one hour of the call.

- Deep coughing
- Fever of 100.4 degrees Fahrenheit or higher
- Red and/or irritated rash
- Yellow or green nasal or eye discharge
- Diarrhea or vomiting

Failure to pick up the child within an hour of notification may result in hospitalization of the child and notification of appropriate social services authorities.

A child who is too ill to play outside or attend extra-curricular activities (i.e. soccer etc.) should not be brought to school. Exceptions to this policy, made by the Head of School with the recommendation of the student's physician, are made for children with conditions such as cold-induced asthma.

If a child displays symptoms but is well enough to come to school, we encourage families to send the child to school in a mask to reduce the spread of illness in the classroom.

Contagious Illnesses

Parents/Guardians of children who have been exposed to or contracted a contagious disease must notify the school as soon as possible. The school may inform other parents/guardians of the

situation as necessary so that precautions can be taken for their children's health. Please follow the procedures for contagious illness so that exposure can be kept to a minimum:

- Chicken Pox: Children may not return to school until all blisters are scabbed over.
- Strep Throat: Medication (prescribed antibiotics) must be administered to the child for 24 hours before he/she returns to school.
- Vomiting: The child may return to school 24 hours after the last episode.
- Diarrhea: The child may return to school 24 hours after the last episode.
- Rash: A child with a rash must have a note from the physician stating that the rash is non-contagious before the child may return to school
- COVID-19: Students may not return to class until they have isolated for 5 days from onset of symptoms. Masks (KN95 or similar) will be required for 5 additional days.

Communicable Illnesses

The diagnosis of a child with a communicable illness must be reported to the school immediately. If warranted, the school then notifies the State Department of Public Health or the local health department, all staff members and all parents/guardians of the children in the care of the school. Illnesses such as measles, mumps, hepatitis, strep throat, diphtheria, rubella, salmonella, influenza, tuberculosis, meningitis and shigellosis are considered communicable and should be reported immediately.

See [attached document](#) for health guidance specific to COVID-19.

Immunizations and Colorado Immunization Law

Immunization requirements, as stated in Colorado law, are strictly enforced for all SVCMS students.

- Students in Children's House must comply immediately.
- Students in grades 1-8 district are given 14 days from the date of notification of immunization requirements to comply.

Noncompliance will result in exclusion and/or suspension from school in accordance with the Colorado Department of Public Health and Environment regulation (6.CCR-10092).

Allergies and Individual Health Plans (IHPs)

Students with health concerns that may be life threatening, such as peanut, nut and food allergies, severe asthma, etc. will require an Individual Health Plan. Please bring these issues to the attention of the office as soon as possible so that a plan can be put in place in conjunction with our area nurse consultant. Health Plans are developed by our nurse consultant and your licensed medical provider to assist us in assuring that the health needs of your child are met within the school environment. This information is strictly confidential. Staff will be advised on a "need to know" basis.

Nuts: While SVCMS is not a nut free school, we do have students with severe nut allergies in our school. Lead Guides will communicate this information to parents at the beginning of the year or when it is available. If your child is in a classroom with a student who has a nut allergy, please follow the guidelines for community/birthday snacks provided by the classroom guides.

Health Notifications and Protocols

Guiding Principles:

At SVCMS, we communicate with parents/guardians regarding communicable illnesses and lice. The frequency of communication varies by level and regulations applicable to that level and varies based on type of illness.

At the Primary level, we strive to notify parents/guardians of reported illnesses beyond the common cold of which we have been notified. Parents/guardians in Children's House receive weekly emails regarding strep if there has been a new case of strep reported that week. Other communicable illness notifications will routinely be sent once, unless advised otherwise by the health department.

At the Elementary and Middle School Levels, we routinely notify the parent/guardian email lists regarding the major illnesses reportable to the health department, i.e. pertussis (whooping cough), measles, etc. per current health department guidelines.

Lice Screening Procedures and Notifications

At SVCMS we recognize that lice are a common nuisance and not an immediate health threat. We take routine steps to prevent the spread of lice by vacuuming the classrooms daily and discouraging the sharing of personal items such as hair brushes, hats, hair accessories, and helmets. Preschool helmets are cleaned between students. We are observant for signs of lice and check students as needed. If a student is found to have lice in a primary classroom, all primary classroom email lists will be notified and parents will be asked to check their children for lice, to treat if found, and to notify the school.

We rely on effective monitoring at home and timely notification to the school in order to provide timely notifications to our school community. Weekly checks at home are suggested and prompt treatment and notification of the school, child's carpool, recent playdates and sleepovers is expected.

In the event a student is found to have live lice while at school:

The office will call the parent/guardian and offer early dismissal so that treatment may begin right away. Students may stay until the end of the regular school day, but will need to be treated prior to returning to school the following day. Worn items from the student's cubby/locker will be sent home to be cleaned. Information regarding lice management is available from the office staff and may be sent home with the student. At the school, a robicomb is used which detects live lice only, not nits (lice eggs).

Classroom Notifications and Protocols:

Upon the first notification of lice within the prior 30 day period, the school will send out an email notification to the classroom email list of the affected student. Routine cleaning procedures will continue to be followed including daily vacuuming of the classroom and routine washing of the classroom work rugs. Affected students' worn items from their cubby/locker should be sent home by the guide.

If the threshold of five (5) cases within 30 days is reached within a classroom, another email will be sent to the classroom email list in which it is requested that all students with hair length below the ears or longer be sent to school with their hair up in a bun or ponytail until further notice. Items from cubbies will be sent home to be cleaned. In addition to daily vacuuming, work rugs will be washed at least on a weekly basis until no live lice have been identified or reported within the classroom population for at least two (2) weeks.

Backpack Safety

Backpacks are better for children to use than shoulder bags or messenger bags because the back and the abdominal muscles support the weight of the packs. However, if they are too heavy,

they can strain or injure muscles and joints in the back and neck and could cause the spine to compress unnaturally if the student is forced to bend forward at the hips or arch the back because of the weight. Doctors and physical therapists recommend that:

- Students should carry no more than 10-15% of their body weight in their packs.
- The weight in the backpack should be evenly distributed across the body
- Students should not wear their backpack over just one shoulder
- Backpack straps should not be too tight or too narrow, nor should they dig into the shoulders which can cause circulation or nerve damage.

When choosing a backpack, look for one that is lightweight, has padded shoulder straps, a padded back and waist belt, and multiple compartments that help to distribute the weight throughout the pack. Encourage your student to pack only necessary items, to use all of the backpack compartments, and for older students, to bring home only books needed for homework or studying each night.

At SVCMS, we ask that students choose backpacks that are sized appropriately and have no wheels or licensed characters on them.

VII. Code of Conduct (Discipline Policy)

SVCMS's goal is to support each student in attaining the necessary independence and confidence needed to become self-disciplined through a prepared learning environment that offers freedom within limits. Each level at SVCMS works toward creating a supportive and peaceful educational environment which fosters an enthusiasm for learning. There are certain expectations, rights, and responsibilities that contribute to that environment. SVCMS aims to promote prosocial behavior based on the following ideals:

- cooperation,
- identification and resolution of difficulties,
- logical and natural consequences,
- fairness,
- consistency,
- the belief that most people have the ability to look at themselves honestly and change their behavior for the better.

Philosophy and Understanding

SVCMS takes a constructive, progressive educational approach to create a safe and peaceful learning environment. Starting at the earliest ages, the school provides the skills necessary to learn basic safety rules, as well as those needed for self-regulation and for positive and constructive interactions with classmates, guides, families, and the larger school community. The foundation for these lessons is the SVCMS Peace Curriculum, which is based on four petals of peace, including self-peace, peace within the community, peace among all humanity (sometimes referred to as world peace), and peace with the environment.

In the prepared environment, children are able to learn at their own pace based on their individual temperaments, development, and culture. Children will be encouraged to express themselves, understand their own feelings and the feelings of others, and to communicate their needs, wants, and perspectives. They will also be guided in developing strategies for doing so.

Guides at all age levels provide lessons in appropriate class, school, and community expectations and behaviors through community meetings, direct lessons, modeling, and reminders. Positive Discipline (discussed below) is also practiced at all levels of the school. Guides support children

in solving difficulties amongst themselves. Clear guidelines, based on three major propositions, are communicated to each child: Respect for Self, Respect for Others, and Respect for Environment. Staff at SVCMS model appropriate behavior to further provide examples of how people act in various school settings.

Because of the open and respectful nature of this approach, students learn that mutual respect, care, and consideration for others and an empathetic interest in the environment are important in school and all other places. Any issues that arise will be handled individually (or by group) with that person first. Out of respect for each child, these conversations will be conducted privately. SVCMS does not use parents or family as a threat, but rather as partners in this growth process. SVCMS cares for each child and encourages a partnership with families in supporting students and their development.

The school uses a multi-faceted system of support to encourage positive behavior and aid students both proactively and responsively.

The SVCMS Positive Behavior Support Framework

SVCMS prioritizes positive, proactive behavior support. Current research shows that children generally engage in positive behavior if they have the skills to do so, if their community normalizes prosocial behavior, and if they feel a sense of belonging in that community. This means that we strive to create an environment that provides students with the community and skills to behave positively. To this end, we utilize a multi-tiered positive behavior support framework.

Tier I: Montessori with Fidelity

Tier I consists of preparing the environment, adults, and children to engage positively with their communities. To this end, we use research-based social-emotional learning (SEL) programming (e.g. the Zones of Regulation™) and a fully-implemented Montessori Peace Curriculum. These lessons provide all children with the tools for positive behavior such as emotional regulation and conflict resolution. Many guides are also trained in Mindfulness-Based Stress Reduction (MBSR), an evidence-based program that helps staff to not only care for themselves but also to enhance the mindfulness practices that are a part of the Montessori classroom. Tier I also includes proactive Positive Discipline strategies, such as daily community meetings, which provide children and guides the opportunity to build a nurturing community.

Tier II: The Nautilus Approach and Positive Discipline

Proactive Strategies

At SVCMS, we use both the Nautilus Approach and Positive Discipline in the Montessori Classroom to proactively support positive behavior.

The [Nautilus Approach](#) is a Montessori-based mindset and method. Its central thrust is Dr. Montessori's revelation that children experience "normalization through work" (*The Secret of Childhood*); that is, work helps children to organize and construct themselves. To be proactive in guiding children and our responses to them, we begin with a prepared environment and a positive Montessori approach as the standard of adult behavior in the school. By having consistent, proactive, predictable adult responses, we avoid miscommunication and confusion for both adults and children, with a shared goal of returning students to work.

[Positive Discipline](#) is a program developed by Dr. Jane Nelsen based on the work of Alfred Adler and Rudolf Dreikurs. It is designed to help young people learn important social and life skills in a manner that is deeply respectful and encouraging for both children and adults. **In addition, it provides strategies for connecting students with work via guide/student interactions characterized by kindness, firmness, and co-created agreements.** Most SVCMS staff are

trained in Positive Discipline in the Montessori Classroom, an adaptation of the Positive Discipline methodology within the Montessori pedagogy.

The Positive Discipline framework focuses on helping children to meet their human need for connection in responsible, respectful ways. Recent research demonstrates that children crave connections with others, and that children who feel a sense of connection to their community, family, and school are less likely to engage in negative behavior. That is, children need to feel they belong to and are significant within their communities. Positive Discipline requires that guides:

- are both kind and firm,
- help children feel a sense of belonging and significance,
- prioritize long-term solutions (character-building) over short-term ones (punishment),
- teach necessary social and life skills,
- and invite children to discover their capabilities and use their personal power in constructive ways.

Responsive Strategies

When a child needs more support, we lean on both Positive Discipline and the Nautilus Approach for responsive strategies to assist them.

In these cases, Nautilus asks both, “What is going on with the child?” and “What support is needed to help this child return to work?” A guide using Nautilus might identify an unmet need, missing skill, or other obstacle preventing the child from being successful. Then, they follow a sequence designed to help the child with the problem so they can return to work. At all stages, the goal is to reconnect the child with their community and work.

Positive Discipline also offers responsive strategies for supporting students. In this framework, children’s “misbehavior” is really a misguided attempt to meet the human needs for belonging and significance. Therefore, the role of the adult is to identify the mistaken goal and help the child find more constructive ways to meet it. Strategies often include using the [mistaken goals chart](#), making agreements with students, redirection, and resolving issues in community meetings.

Tier III: Referral

When a child needs more support than Tiers I and II provide, SVCMS begins a referral process. This typically begins with completion of a Nautilus [Referral Report](#). From there, the school may proceed to a Child/Adolescent Study, a robust forum for adult collaboration to identify the source of the student’s difficulties and develop an Action Plan to help the student succeed. If it is warranted, the team may also consider Special Education or professional referrals. At every stage, the goal is to support the child so they can thrive in the prepared Montessori environment.

The staff of SVCMS has the responsibility to:

1. Work with the children to develop reasonable classroom ground rules consistent with the mission and values of the school.
2. Post agreements made about said rules in each classroom, making expectations clear to all students.
3. Explain through community group meetings, modeling, and dialogue what the expected behaviors are for both the classroom and the school.
4. Maintain appropriate behavior in the classroom and the school through redirection and dialogue with the student and their family, as necessary.

5. Report and record school discipline problems to the Head of School and family using a [Referral Report](#) (a communication form).

The school suggests that families speak proactively with their children about making good choices. SVCMS students do not get “in trouble” and guides do not recognize a “bad day” as an excuse for inappropriate behavior. However, guides are empathetic with children’s feelings, challenges, and concerns and validate them whenever appropriate. Guides remind and encourage all learners that “only you make your choices” and initiate problem-solving whenever needed.

When situations do arise, each incident will be considered individually. SVCMS recognizes that children are individuals and have individual needs. The school encourages all students to use their peace skills to resolve conflicts. A child may use firm language to redirect an unwanted behavior, walk away, or get help. SVCMS supports each child in achieving peaceful conflict resolution and taking responsibility for their own actions.

SVCMS Discipline Rubric and Discipline Procedures

While SVCMS hopes that inappropriate, unwanted behaviors are uncommon at school, there may be occasions where children need more formal direction. In such cases, the following rubric guides our response to inappropriate behaviors.

BEHAVIOR INFRACTION (Incident Reports may be filed for all offenses)	1 st Offense	2 nd Offense	3 rd Offense
FOLLOW DIRECTIONS Refusal to comply with an adult request or school rules, defiance or rude behavior toward staff.	Level 1	Level 2	Level 3
BE READY TO LISTEN AND LEARN <i>Significantly</i> disrupts teaching and learning.	Level 1	Level 2	Level 3
USE APPROPRIATE LANGUAGE & GESTURES Vulgarity, profanity, name calling, disrespectful and/or demeaning comments and/or gestures.	Level 1	Level 2	Level 3
KEEP HANDS, FEET, AND OBJECTS TO YOURSELF Pushing, poking, slapping, shoving, grabbing, biting, spitting, and throwing objects and/or any other unwelcome contact.	Level 1	Level 2	Level 3
RESPECT PROPERTY Misuse/abuse of personal or school property.	Level 1	Level 2	Level 3
INAPPROPRIATE OBJECTS Brings dangerous or vulgar items to school	Level 1	Level 2	Level 3

SEVERE BEHAVIOR INFRACTIONS (Incident Reports will be filed for all offenses)	1 st Offense	2 nd Offense	3 rd Offense
FIGHTING/ASSAULT Physical aggression with intent to harm, including biting that breaks the skin, harm with an object.	Level 3	Level 4	Level 5
SEVERE DEFIANCE Refusal to comply with an adult request resulting in unsafe circumstances.	Level 3	Level 4	Level 5
HARASSMENT/THREATS Any act of harassment, including sexual, racial, religious harassment, repeated unwelcome teasing, bullying or threats. <i>Title IX procedures will be followed.</i>	Level 3	Level 4	Level 5
DESTRUCTION/THEFT/VANDALISM Destroys, steals, or vandalizes school or personal property.	Level 3	Level 4	Level 5
WEAPONS ON CAMPUS OR AT SCHOOL EVENTS. Brings weapons to campus or school events.	Level 4 or 5	Level 5	

One or more responses from these levels may be used, in order to best attend to the situation.

Level 1:

- | | | |
|--|--|---|
| <input type="checkbox"/> Note home | <input type="checkbox"/> Temporary move to office | <input type="checkbox"/> Loss of 1 or more privilege(s) |
| <input type="checkbox"/> Phone call home | <input type="checkbox"/> Temporary move to another classroom | <input type="checkbox"/> Behavior reflection exercise |
| <input type="checkbox"/> Office notification (HOS) | | |

Level 2:

- | | | |
|--|---|---|
| <input type="checkbox"/> Mandatory:
Office notification
Home contact | <input type="checkbox"/> Parent Conference
<input type="checkbox"/> Office visit | <input type="checkbox"/> Observation by another guide
<input type="checkbox"/> Loss of 1 or more privilege(s)
<input type="checkbox"/> Behavior reflection exercise |
|--|---|---|
-

Level 3:

- Mandatory:
 - Office Visit
 - Home contact
 - Parent Conference
 - Behavior Contract
 - Partial day Out-of-School child is sent home for balance of a school day
-

Level 4:

- Mandatory:
 - Office Visit
 - Home contact
 - Parent Conference
 - Student sent home immediately
 - Out-of-School Suspension
 - Police notification if appropriate
-

Level 5:

- When deemed necessary, expulsion and denial of admission from SVCMS may be pursued.

Referral and Behavior Incident Report Process

While SVCMS makes every attempt to offer Positive Behavior Support (PBS) to encourage students to use their best behavior, there are times when behavior occurs that warrants parent notification. In these instances, a Referral Report, and, when warranted, a [Behavior Incident Report \(BIR\)](#) is sent home outlining the behavior that occurred, and consequences that may have been (or need to be) imposed as a result of the behavior.

In these cases, a parent signature is requested in order to make sure parents are aware of the incident and will work in partnership with the school to address the behavior. In situations where the Referral Report or BIR is sent home, the school requires the return of the signed Referral Report or BIR as a condition of the student's return to school the next day.

If the Referral Report or BIR is not returned promptly, the student may not be allowed to participate in certain activities. In particular, students with outstanding Referral Reports or BIRs, or students placed on a Behavior Support Plan, will not be allowed to participate in extracurricular activities as well as Going-Outs, Field Trips, or Class Trips. No refunds will be given for fees paid in the case that the student is unable to participate due to behavior.

Bullying Policy

St. Vrain Community Montessori School supports a safe school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

"Bullying" means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.

Bullying is prohibited against any student for any reason, including but not limited to any such behavior that it is directed toward a student on the basis of their academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on School property, at school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the School, or off school property when such conduct has a nexus to school or any school curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student, who reports in good faith an incident of bullying, is subject to appropriate disciplinary action. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made.

Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related school policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under school policies and procedures regarding unlawful discrimination and harassment.

Further information includes:

- Official Bullying Policy - [SVCMS-JICDE](#)
- [SVCMS Bullying Prevention & Intervention Plan](#)
- [SVCMS Bullying Prevention & Intervention Reporting Form](#)

Expulsion and Denial of Admission

Per the school's contract with the St. Vrain Valley School District, the statutory authority to expel students will remain with the District. The Charter Board, however, shall have the authority to remove students from the School, on the statutory grounds for which expulsion is permitted, and shall be delegated authority to conduct initial stages of the expulsion process, in conformance with state statutes and the District's policies as follows: The Charter Board is hereby delegated the power ordinarily exercised by the executive officer under 22-33-105(2)(c), C.R.S., to conduct a due process hearing. To ensure a fair process, the Charter Board must provide notice of the contemplated action to the student and parents/guardians. The Board must also prepare an evidence notebook regarding the grounds for expulsion including, without limitation, student data, witness statements, photographs, copies of school rules/regulations, and other evidence. The evidence must be presented to a designated hearing officer at the hearing to render findings of fact and recommendations in accordance with relevant state and federal laws and the District's policies regarding expulsion and denial of admission. Following a hearing, the Charter Board's designated hearing officer shall issue its confidential written recommendation and convey the same, together with the evidence notebook described above and a copy of the taped proceedings, to the District no later than two (2) school days after the hearing. The District's Superintendent or designee shall review the hearing officer's recommendation and the file and determine whether the School's removal was warranted and in compliance with federal and state laws and the School's policies. The Superintendent or designee will issue a written decision, which shall be final as to the removal of the student from enrollment in the School. The approval to remove a student from the school shall not be unreasonably withheld.

The District's Superintendent or designee shall additionally determine whether the grounds for removal from the School also constitutes grounds for possible expulsion from all schools within the District, and the District may proceed with an expulsion hearing pursuant to the District's policies and regulations.

Any general education services required by law to be provided to suspended or expelled students will be the sole responsibility of the District, in cooperation with the School. Any special education and related services required by law to be provided to suspended or expelled students will be the sole responsibility of the District.

A student may be denied admission pursuant to 22-33-106, C.R.S.

Confidential Reporting/Safe2Tell

Safe2Tell Colorado is a Colorado model prevention strategy operating under the Colorado Attorney General's Office, Department of Law. Founded in 2004, Safe2Tell Colorado is the law-enforcement led component of School Safety for the state of Colorado. Colorado schools are required by the Colorado Department of Education to include Safe2Tell Colorado as part of school safety planning.

The mission of Safe2Tell Colorado is to ensure that every Colorado student, parent, teacher and community member has access to a safe and anonymous way to report any concerns to their safety or the safety of others, with a focus on early intervention and prevention through awareness and education.

Safe2Tell Colorado calls, web, and mobile app tips are answered 24/7/365 by trained communications professionals. Reports are sent to the appropriate school and/or law enforcement agency for investigation and follow-up.

Visit <https://safe2tell.org/> for more information.

VIII. Food at School

In planning lunches and snacks, please try to keep refined processed foods to a minimum and the sugar content low. If dairy or refrigerated items are included in the lunch box, please include a cold pack due to no available refrigeration space.

School Lunch Program

SVCMS offers a school lunch program through the SVVSD Nutrition Services Department. School lunch is free for all students. However, delivery fees apply; see below.

SVCMS also participates in the federal Free/Reduced Lunch program. Although lunch is free for all students, the district encourages families to apply for Free/Reduced Lunch (FRL) if they fall within the income requirements. This is to ensure correct projections for next year and because FRL families have district benefits and reduced fees at SVCMS. To apply, visit <https://svvsd.rocketscanapps.com> or pick up a paper form in the school office.

Families can order school lunches through Boonli at <https://express.boonli.com/login>. The deadline to order lunch is 11:59 p.m. on Thursday of the week prior.

Please note that there is an additional fee to cover transportation charges. These fees will be billed directly by SVCMS two times a year. This transportation fee is \$0.50 for full pay students, \$0.25 for reduced lunch students and free for free lunch students.

If you choose to provide your own lunch, please note that the State guidelines require that we ensure children get a balanced meal, including a fruit, a vegetable, and a protein source. Please keep this in mind when preparing your child's lunch. The Montessori methodology of learning emphasizes practical life skills that children obtain as they progress through various developmental stages. One of these skills is proper nutrition; including the planning, preparation, and cleanup of a meal. We feel that each family should decide what the child is eating, to reflect their own beliefs, dietary choices, and preferences. Similarly important, each family can also monitor how well the child is eating based on what comes back in the lunch container.

Please DO NOT send:

- Carbonated soft drinks (even if all natural)

- “Juice” beverages that are not 100% juice
- Squeezable yogurt or fruit products (yogurt in a container with a spoon is fine)
- Candy
- Vitamins, supplements, or herbal remedies

If children come to school with these items, we will set them in a safe place and return them at the end of the day.

On occasion, a student may not have a lunch from home with them at school nor one ordered from the district. When this happens, SVCMS will make an effort to reach parents/guardians and provide them with the opportunity to supply a lunch for any child who does not have a lunch for that day. If SVCMS is unable to reach the child’s parent/guardian or at the parent’s or guardian’s request, the child will be provided a cold sack lunch. Families will be charged a \$12 fee for this cold sack lunch after the first occurrence; this fee goes toward maintaining a stock of healthy food for these lunches.

For the safety of all, under no circumstances will children be permitted to share another child’s lunch food or “trade” with another child. We encourage each family to involve their child as they plan and prepare the daily lunch menu.

Please label your child’s lunch from home.

Classroom Snack

In Children’s House, each child is given the opportunity to bring a snack from home to eat at school during the work period. There is no scheduled time for snack. The children in Primary know best when they are hungry and may help themselves to their snack when they like—once in the morning and once in the afternoon. We urge that the snacks be something that each child can serve themselves independently. We strongly encourage bringing foods that do not contain excessive sugar, salt, or chemical additives.

Elementary students follow a snack protocol that varies by classroom. Please see your child’s classroom protocol for their snack guidelines.

Food: Other

Students are not to bring any items for sale such as cookies, candy bars, popcorn balls, etc. for fundraising projects in school. School fundraising projects must be pre-approved by the Head of School and are limited throughout the school year.

Gum: We at SVCMS are proud of our beautiful classrooms. We want to respect and preserve this beautiful asset. We therefore respectfully request that there be no gum chewing in the school. If there is a medical reason for a child to have gum in school, this must be pre-approved in writing by the Head of School.

Food Allergy Guidelines:

Potentially life-threatening food allergies of one kind or another exist in most classrooms at the school. The school cannot guarantee that a student will not have an allergic reaction while at school and the school makes no representation to provide a nut-free or allergen-free environment. Individual notices will be sent out to each classroom that has a severe allergy. If your child is in a classroom with a student who has a life-threatening food allergy, please follow the guidelines for community/birthday snacks and avoid allergy products.

All lunches and snacks are consumed in the classroom and the same tables that are used for works are used for lunch. The option of a nut-free table at lunch is offered to students with nut

allergies. The school does not restrict the content of student lunches and can make no representation that a nut-free environment is provided. Staff clean the tables before and after lunch with a food surface sanitizer. Staff that supervise lunch in the classroom receive training from the nurse consultant on emergency medications for allergies.

With Back-to-School materials and notifications, our community is advised of our No Food Sharing Policy in regards to personal snacks and lunches brought from home as well as notified of food allergies in their student(s) classroom(s). SVCMS requests that any food items that are brought into the school to be shared for special events during school hours such as birthdays and holidays, be commercially prepared, labeled as to the allergen content, and free of the known allergens in the classroom community. However, the school cannot guarantee compliance with this request. We recommend that students with potentially life-threatening allergies keep extra safe snacks at school that can be consumed. Arrangements for keeping safe snacks at school can be made directly with the Lead Guide of the classroom or via the Health Clerk.

Food Sensitivities:

We recognize that we live in an age of increased awareness regarding individual food sensitivities. If parents have concerns regarding food at special occasions, parents have the option to send a supply of snacks for their child to consume in these instances. Please speak with the Lead Guide of the classroom to make these arrangements. If there is a significant health concern, i.e. celiac disease or a life-threatening allergy, please notify the Health Clerk.

IX. Parent/Guardian Involvement

Adult Family Visiting Time

Adult Family Visiting Times occur four times throughout the year. These are usually scheduled on Mondays, Tuesdays, or Wednesdays.

The purpose of the Adult Family Visiting Times is to give the children an opportunity to share their work with their families. This also gives the families a chance to relate to the many activities in which the children are engaged in a Montessori environment. Please use this time to focus on your child. Parents/Guardians will be able to sign up online for an adult family visiting time; sign-ups will be sent via email to the community.

This time is not intended for conferencing with guides and/or socializing with other families. Please do not bring mobile infants or toddlers or younger siblings who are not SVCMS students to adult visiting; it will hinder your ability to focus on the child you are there to see, and the classroom environment is not prepared for babies or toddlers.

Please respect the peaceful work environment of our classrooms by using quiet voices and graceful movements.

We ask that you are thoughtful of the many families that are visiting our classrooms during these sessions. Please note the end time of these visits. It is important to honor these times to ensure the classroom preparation for the next day.

Note: Middle School does not have Adult Family Visiting Time. Instead, they host three End-of-Trimester Celebrations throughout the year, typically on Wednesdays. These celebrations serve the same purpose and carry the same expectations as Adult Family Visiting Time while honoring the developmental needs of the adolescent.

Classroom Observations

Parents, guardians, and other adults may sign up for 20 minute classroom observations. These observations offer the observer the opportunity to view the children at work during their work cycle. You may email your child's guide to determine the best time of the day/week to visit when it will be most meaningful for you and your child. The school may limit the number of visits and time of visits in order to ensure that the educational program for each child is not disrupted. Prior to entering the classroom, observers will be given the Observation Guidelines to read. These observations must be scheduled ahead of time by emailing the office (office@svcmontessori.org). Classroom Observations will begin on the first Tuesday of October and run through the end of April. Generally, there are no observations scheduled during Assessment Windows.

Community Education Events

Each year, SVCMS hosts at least four community education events with the goal of supporting family engagement in school. These events are a wonderful opportunity for you to learn more about child development, Montessori education, and classroom and school practices.

Our staff puts a tremendous amount of effort into creating these opportunities for the community, and we ask that you make an effort to attend if possible. To prepare materials as well as the environment, we ask that parents RSVP to let us know if they will be attending. If you've committed to attending an event but have a change of plans, as a courtesy, please update your electronic RSVP to indicate that you will no longer be attending.

Conferences

Parent/Guardian-Guide conferences occur twice a year, in the fall and in the spring. These conferences afford an opportunity for parents to meet with their child(ren)'s classroom guides to discuss all aspects of their student's whole child development. Conferences are for parents/guardians only in preschool - 6th grade. Conferences in Middle School are student led. Sign-ups are done online and announcements of sign-up times are announced ahead of time in the newsletter and through email.

Visiting the School

In special circumstances when outside members of the community are invited into our buildings, they will be required to follow all safety protocols.

Volunteering

The school could not operate smoothly without community volunteers. We strongly encourage parent volunteerism and offer many opportunities according to your individual time, talent and interest areas. Please indicate your areas of interest on the [Time and Talent form](#) which is sent electronically through email.

All volunteers must sign in at the front desk each and every time they visit the school to volunteer. All volunteers that work directly with students are required to attend a Volunteer Orientation and Training. This includes both new and returning volunteers, and applies to classroom work, field trip chaperones, and library volunteers. It does not apply to volunteer work done off-site like laundry, materials prep, or other volunteer tasks that do not involve contact with children. The school will offer Volunteer Orientation and Training Sessions throughout the year. Parent volunteers that work with students will also be asked to read and sign a confidentiality agreement before volunteering. In addition, they will be asked to agree to have a name-based background check conducted if they are working directly with students.

Fundraising

St. Vrain Community Montessori School was developed as a charter school. A charter school is a public school operated by a group of parents, guardians, educators and/or community leaders as a semi-autonomous school of choice. The charter school is governed by a contract between the charter school and the authorizer, in our case the St. Vrain Valley School District.

Like all public schools, charter schools receive per pupil funding from the state of Colorado. However, charter schools face a distinct challenge - they typically must self-fund certain aspects of their operations, including facilities' costs, which alone can run up to 25% of the cost of operating the school. As a Montessori school, we face the additional challenge of outfitting authentic Montessori classrooms, which requires an investment in specially designed Montessori curriculum materials that can run in the hundreds of thousands of dollars.

Charter schools, St. Vrain Community Montessori School included, must often seek to raise funds from private foundations and individual donors and families to supplement their revenue. St. Vrain Community Montessori School actively pursues grant opportunities and conducts ongoing fundraising campaigns with a focus on raising supplemental funds to support its operation. The school secures grant funds and donations to aid in funding certain materials for its classrooms and library, supporting physical education and enrichment programs, as well as providing well qualified Guides in all of its classrooms.

Unauthorized Fundraising

All fundraising efforts on behalf of the school must be approved, in advance, by the Head of School, or designee. Unauthorized fundraisers are not allowed.

The school's name and brand identity may not be used for fundraising or other purposes without written permission from the School. If permission is granted to use the School's brand identity, the Brand Identity Standards Manual must be followed.

Giving Gifts to School Staff

Guides and other employees of the school may only accept gifts of nominal value not to exceed \$50. This includes group gifts or gift cards that exceed a total value of \$50 or recurring monthly gifts such as "flower of the month."

While not intended by the gift-giver, gifts to employees in excess of \$50 may risk the appearance of improperly influencing employee decisions, creating inequities within and among employees and departments, and compromising the school's compensation practices and resulting tax issues.

Gift givers are encouraged to show their appreciation for school employees in ways that do not exceed the \$50 limitation. In lieu of personal gifts to employees, donors are encouraged to direct gifts in excess of \$50 to the school or program. Gift givers include parents, vendors, textbook publishers, fellow employees, or any others wishing to donate a gift to an employee.

Exceptions to this regulation are as follows:

- Employees may accept clothing valued in excess of \$50 if the article of clothing is spirit wear;
- Employees may accept tickets with a face value in excess of \$50 if the ticket provides admission to a district or school-affiliated event;
- Employees may accept gifts for travel, housing, admission, or food in excess of \$50 if they are performing the duties of a chaperone at a school-sponsored event or when attending a professional event;

- Employees may accept gifts of perishable items including food or flowers with a value in excess of \$50;
- Employees may accept group gifts from co-workers or community members for life events when the individual contributions to the gift do not exceed \$50; life events are those circumstances that are not associated with job performance such as weddings, births, or adoptions. The \$50 limit on individual contributions to a group gift does not apply to circumstances of bereavement, serious illness, or retirement.

Annual Fund

We seek parent/guardian donations annually to help us afford high quality, trained second adults in all of our classrooms. Second adults are essential in supporting classroom management and helping meet the unique needs of each student. Adequately staffing each classroom with full time Guides helps us realize our highest goal – that each child in our community reaches their full potential.

Your generous support allows us to offer the best possible educational experience to our students and ensure the stability of our financial operation. SVCMS is a 501 (c) (3) corporation and a Colorado not-for-profit corporation. Therefore, your gift is tax deductible to the extent allowable by law.

Please support our effort to provide authentic Montessori education to your child and other children of the St. Vrain Valley School District. We recommend a gift of \$1,000 per child enrolled for families who can afford to give at that level. However, no gift is too small and every gift matters. Please consider making a gift to support our school with a Tax Deductible Donation. Donations can be made by writing a check payable to St. Vrain Community Montessori School (SVCMS) or electronically through [RevTrak](#) or [Colorado Gives](#).

Fundraising Programs

In addition to direct donations, we offer many opportunities for families to support ongoing fundraising efforts. These include participating in fundraising programs which include:

King Soopers SVCMS participates in a free loyalty program offered by King Soopers that donates \$2.5 million per quarter to non-profits within the state of Colorado. Participating organizations have the ability to earn a maximum of \$125,000 per quarter. The amount SVCMS earns depends on how much our organization spends compared to the spending of other participating organizations. In other words, the \$2.5M is divided among participating organizations based on a percentage of the total spent.

The nice part of this program is how easy it is to participate. You simply need to affiliate your King Sooperscard number or Alternate ID (usually your phone number) with SVCMS. Once you do this, SVCMS earns money each time you shop at King Soopers. And you will still continue to earn and keep your own fuel points.

Please complete the following steps to enroll:

1. If you do not already have a King Soopers account, create one at <http://www.kingsoopers.com>.
2. Once logged in, go to the Savings and Rewards Tab and click King Soopers Community Rewards. Then click enroll now to search for St. Vrain Community Montessori School either by name or enter **PI953** and then click Enroll. (You can also enroll using the King Soopers phone app by going to My Account > Loyalty > Community Rewards > Enroll in Community Rewards.)
3. Then use your registered rewards card each time you shop. The school will receive a check each quarter based on our community's spending.

Signing up takes just a couple of minutes and the school earns money each time you shop. It's a great fundraising channel for the school that requires zero additional spending on the part of our families.

Milk Caps for Moolaa is a program sponsored by Longmont Dairy that helps families earn money for their school. Longmont Dairy milk caps are worth 5¢ each and are redeemable for cash.

Small Hands This catalog is known for high quality, child-focused products. Many of these make wonderful gifts for the children on your birthday gift or holiday shopping list. On all orders over \$25.00 placed between September and December, our school receives a 10% merchandise credit good toward materials for our classrooms. This is a great way for our Guides to get items for their classrooms that otherwise might not be in the budget. If you place your order online please be sure to include our school ID number which is 243230. You will also need our school address during the check-out process. Please use St. Vrain Community Montessori School, 1055 Delaware Avenue, Longmont, CO 80501.

Lands' End: High-quality clothing with the SVCMS logo is made available through Lands' End School Uniforms site. Each item purchased with our Preferred School Number (900142936) earns SVCMS up to 3% cash on the net sale, depending on the volume of items purchased. Go to the Lands' End and set up an account for your family. You will be able to enter separate sizing information for each child. Be sure to enter our Preferred School Number so SVCMS receives credit for the purchases.

Annual Silent Auction Our school's biggest fundraiser is the Silent Auction. Last year, our auction raised over \$33,000 for our community. We look forward to this wonderful event each spring and encourage you to participate by volunteering to solicit donations, help at the event, or simply attending and bidding generously on those items that capture your interest.

We thank you for your careful consideration of ways you can support our school by participating in the fundraising activities that are right for your family.

X. General Procedures

Field Trips

Classes will periodically take field trips to local points of interest during the year. They are planned to coordinate with subjects being studied by a class or take advantage of special community events. Field trips may involve a small fee.

Parents will always be notified of any trips scheduled for your child's class. Parent/Guardian volunteers often help with driving. Students are always well supervised. Volunteer drivers must fill out the SVVSD school district driver registration form and provide copies of the driver's license and proof of insurance including coverage limits. All required paperwork for field trip drivers must be submitted to the office at least 24 hours prior to the field trip.

“Going Out”

These are small group trips away from the school building. Going-out experiences help the children in developing life skills that facilitate transition into the world. The children are involved in organizing the event from start to completion. They use the resources of the community in preparation for the going-out experience. They initiate the research, make the needed phone calls, set appointments if necessary, obtain and arrange drivers, and complete the appropriate paperwork (forms, permission slips, etc.) Upon return from the trip, they may present their experience and findings to the class, or incorporate learning into their work. A signed “going out”

permission form (sent electronically for all levels) is distributed each year and is kept on file for the school year.

Gift Giving at School

Children may not receive flowers, balloons, or other outside gifts at school. Please send these wonderful surprises to the student's home, such that other children do not feel left out.

School Pictures

School pictures are taken each fall. Order forms are sent home in students' Friday Folders and online ordering information is communicated via email.

Telephone/Cell Phone Use

Students are allowed to use the school telephone with the expressed permission of their Lead Guide or the main office. Cellular telephones are not to be used by students during school hours unless medically necessary as part of a student's Individual Health Plan.

In Middle School, any cellular telephone possessed by a student must be kept with the student's personal possessions and turned off during the school day. Any student not adhering to this policy may have a cellular phone confiscated by a faculty or staff member to be returned to the parent or guardian. The school or its employees cannot be responsible for any personally owned telephone or its operation.

Smart watches are not permitted in PK-6th Grade. In Middle School, smart watches are only allowed when they are not connected to the Internet.

Parents/Guardians Hiring Staff

SVCMS staff is not available for babysitting for current school families.

Activity Fees

An annual activity fee is charged to families of students in grades K-8 (preschool families are charged a consumables fee). Activity fees fund supplemental activities or materials that are outside those required to be delivered by the curriculum. These items may include supplemental classroom materials, technology, and community education materials and events. For returning families, activity fees are typically invoiced the first business day in February. For newly enrolling families, activity fees are due with enrollment materials and confirm the student's enrollment. Students who qualify for fee reduction based on their free and reduced-price lunch status will have their fees adjusted. Activity fees will be waived for students with free lunch status. Activity fees will be reduced by 25% for students with reduced-price lunch status and 50% for students with free lunch. Please contact the school if you have questions.

Activity fees for the 2023-2024 school year will be due in early February for returning families.

RevTrak for Payments

Parents have the option of paying for items such as tuition, activity fees, field trip fees, Annual Fund donations, and Silent Auction tickets via debit or credit card on SVCMS's RevTrak Web Store. A service fee of 3.61% will automatically be added to items purchased through the online store. A link to the store may be found on the "Information for Families" page of our school

website. Please contact [Jennifer Ramsey](#) with questions regarding online payments through RevTrak.

Class Placement

When a child moves-up to a new level, classroom placement is done by the school administration, with insights from the classroom Guides. Many factors are considered during placement, including classroom balance of year and gender. Parent/Guardian requests for placement in a specific classroom will not be accepted. Rather, parents/guardians will have the option to complete an online survey which will afford parents the opportunity to share information about their child that they believe is valuable for the school to consider in regards to classroom placement.

Lost and Found

There are two lost and found bins outside the two buildings (1055 Delaware and 1001 Delaware). Please remember to label all your child's personal items (jackets, sweaters, boots, hats, mittens, water bottles etc.) with their name so they can be returned if lost or forgotten on the playground. Labeled items are much more likely to find their way to your child. All unlabeled personal items will be stored in the outside bins for up to one month. On the last school day of each month, any unclaimed items will be donated. Thank you for your cooperation. Lower Elementary families should check the bins at both buildings as Lower Elementary students travel to the Grove (1001 Delaware) for recess and movement.

Dropping Off Forgotten Items

Students periodically forget items that they may want or need at some point in the school day. In keeping with our goal of fostering independence in our students, we will not accept certain late items. We believe it is in the best interest of the students to experience natural consequences. We will accept forgotten lunches and warm clothing in the winter. However, we will not accept late deliveries of money for Global Explorium or regular weekly work. This policy may vary by level to fit the developmental needs of the child.

Late items being dropped off for students at the Grove may be placed in the cooler/bin located outside by the UE Locker Room door. These items should not be taken to the Main Office. It is then a child's responsibility to retrieve the item from the bin. The office does not coordinate delivering late items to the Grove as we seek to encourage our students to take this responsibility as well as minimize distractions inside the classroom.

Recess and Weather

Students go outside for recess if temperatures are 25 degrees or above. Exceptions to this temperature guidance may include: heavy and consistent rain, lightning, high winds, high air quality index, or other unsafe weather conditions. Please send your child with appropriate gear for this weather (boots, hats, mittens, snow pants, coats etc.). Please label all these items.

SVCMS follows the "Refrigerator Rule," meaning when the temperature is 39 degrees or below, students are asked to wear any cold weather gear their parents sent with them for the day.

Donated Books

SVCMS appreciates that families may want to offer the school books that the family no longer wants or needs. However, due to space and staff limitations, we cannot accept donated books. If parents wish to support the school, books can be donated to both Barbed Wire Books or the

Used Book Emporium (both on Main Street in Downtown Longmont) in the school's name and SVCMS will receive the book credit at these stores. Books may also be donated to the community via the Little Library outside the Grove if space is available.

Extracurricular Activities and Good Standing

Students on a behavior plan, or who are habitually disruptive or truant, will not be allowed to participate in extracurricular activities, including field trips and enrichment programs offered after school without written approval of the Head of School or designee.

Early dismissal of SVCMS students in good standing in grades 6-8 to participate in an after-school extra-curricular at another district school may be excused. Elementary students will not be granted early dismissal to attend sports, clubs, and other extracurriculars. Please arrange extracurricular activities for your students that do not conflict with the school day.

Safety

Our guiding principle with regard to school safety is to manage the students' expectations and minimize trauma while maximizing preparedness and safety in order to promote the safety of all students and staff.

Emergency safety procedures are developed by the Health & Safety Team and are reviewed annually. The procedures strive to incorporate the Standard Response Protocol, best practices, and the uniqueness of our facilities. The procedures are practiced routinely throughout the school year by students and staff via safety drills. Annually, these safety drills include monthly fire drills in addition to secure status, lockdown, and shelter-in-condition drills that are practiced at least once per year.

In addition to the safety drills we practice on an annual basis, tri-annually we practice an evacuation drill during which the 1055 and the modular buildings evacuate to the 1001 building and the 1001 building evacuates to the SVVSD Learning Services building.

These safety drills are essential in our efforts to continuously improve our planning and preparation for true emergencies. Most drills are unannounced, but all students, families, and staff receive instruction prior to the first of each type of drill every year.

In the event of a situation that required all school buildings to evacuate the area, then our plan is to utilize school district transportation services to transport us to an off-site location that would be determined at that time.

In a true evacuation emergency, parents and guardians would be notified once students are escorted to safety. Notifications would be sent to the parent/guardian cell numbers on file with the school. Students would remain in the care of school and/or district officials and/or police until an authorized adult retrieves the child at the reunification site. One way that you can help ensure a smooth reunification is by updating your contact information whenever a change occurs.

XI. School Programs

Children's House Program

The Montessori Children's House is a "living room" for children. All of the furniture is child-sized and all of the materials are scaled to fit the physical dimensions of a young child's body.

Self-correcting materials are arranged invitingly on low, open shelves and children choose their work from one of four distinct areas; practical life, sensorial, mathematics, and language.

Practical Life enhances the development of task organization and cognitive order through care of self, care of environment, exercises of grace and courtesy, and coordination of physical movement.

Montessori Materials

We use the traditional Montessori Method and materials at SVCMS. These materials include items made from wood, metal, glass, clay and ceramics. The Children's House community also includes items that are small enough to be swallowed or inhaled. Your child may interact with these materials throughout the course of the day. Children's House families are asked to sign an "Acknowledgement of Risk" form at the beginning of each school year for each child; Children's House classrooms give these forms to families. Each classroom has a Montessori certified lead teacher and guide that is trained on the proper use of these materials.

Sensorial Work enables the child to order, classify, and describe sensory impressions in relation to length, width, temperature, mass, color, pitch, etc.

Mathematics makes use of manipulative materials to enable the child to internalize concepts of number, symbol, sequence, operations, and memorization of basic facts.

Language Arts includes oral language development, written expression, reading, the study of grammar, creative dramatics, and children's literature. Basic skills in writing and reading are developed through the use of sandpaper letters, the movable alphabet (alphabet cut-outs), and various presentations allowing children to link sounds and letter symbols effortlessly and to express their thoughts through writing.

Cultural Activities expose the child to basics in geography, history, and life sciences. Music, art and movement education are part of the integrated cultural curriculum.

Through repeated experience with materials that captivate the attention, children develop into a "normalized community" working with high concentration and few interruptions. According to Montessori, normalization is the process whereby a child moves from being undisciplined to self-disciplined, from disordered to ordered, from distracted to focused, through work in the environment. In the Montessori Children's House, academic competency is a means to an end, and the manipulatives are viewed as "materials for development."

During the third year in the Children's House, the Kindergarten student cannot only work with these materials in more depth, thus gaining more insights from them, but, using this base, can move into the academic areas. Once the child has established critical learning habits – concentration, self-discipline, a sense of order, persistence in completing a task, creative self expression and a love for learning, the student has the opportunity to assume leadership within the classroom. All preparations for later academic work are reinforced in the Kindergarten year.

Elementary Program

Montessori described three important tendencies emerging at the elementary school age: the transition of the child's mind from concrete to abstract reasoning; the birth of a moral sense; and the intensification of the drive to explore the natural and social environment. The Montessori elementary program is designed to meet the needs of each child in a way that is both faithful to Dr. Montessori's insights and consistent with the expectations of parents and society.

The Great Lessons

Traditionally presented every year in the Lower Elementary and Upper Elementary class as an inspiration to new and older students alike, The Great Lessons are five key areas of interconnected studies in the form of inspiring stories. These Great Lessons comprise Montessori's "Cosmic Curriculum," which include:

1. The Story of the Universe and the Formation of the Earth involves astronomy, geology, chemistry and physics.

2. The Story of the Coming of Life introduces the history of life on earth from one-celled animals and plants to human beings.
3. The Story of the Coming of Humans relates the significance of human beings, their special abilities, and what differentiates them from other life forms. The lessons include pre-history, history, social studies, geography and cultural awareness.
4. The Story of Communication in Signs and the Invention of Writing presents the language arts.
5. The Story of Numbers and the Invention of Mathematics include math, geometry and technology and provide a look at human invention in the context of expanding civilization.

Elementary students are encouraged to explore topics that capture their imagination. Elementary Montessori students rarely use textbooks. The approach is largely based on library research with children gathering information, assembling reports, teaching what they have learned to their fellow students, and assembling portfolios and handmade books of their own. Elementary students are taught how to use reference materials, libraries, and the internet to gather information and uncover the facts. Their oral presentations and written research reports grow in sophistication and complexity every year.

Students are assessed individually. Through portfolios, performance and guide observation, each student's academic, emotional, social, artistic and physical progress is tracked. Public Montessori schools also participate in national, state or local assessments or standardized tests. All SVCMS students are assessed in accordance with the Colorado Read Act. Beginning in 3rd grade, SVCMS also administers the mandatory state assessments to all students in grades 3-7.

Middle School

SVCMS opened its Middle School during the 2014–15 school year.

Our Middle School program is designed to nurture and encourage the growing independence of the adolescent student, and instill in them the "noble confidence" they will need to meet life's many challenges.

Dr. Maria Montessori outlined the Third Plane of Development, or Adolescence (ages 12-18), as a time when students are undergoing great physical, mental, and emotional changes, when they are primarily socially motivated, and when friendships can often seem more important than family.

Outlining a syllabus for this divergent time in development, Dr. Montessori noted that students are also hungry to work on the land at real, authentic tasks, calling them "Erdkinder" or "land children." Like other Montessori Middle School programs, SVCMS operates an "Occupations" component to our Middle School program, which combines academic coursework with real work that looks very much like a vocation or a job. Our modified version of the Occupations model allows students to engage in an Occupations work cycle in the mornings and a traditional Montessori work cycle each afternoon.

The Peace curriculum at this level stresses the need for inner peace and a sense of community peace as the students work closely together on large-scale projects. Students experience a great deal of independence surrounding the organization of their time and productivity around self-selected deadlines in both components of the program. They choose how to respond to projects. They make decisions concerning finances, purchases, advertising, sales, etc. in the classroom that will impact the Occupations component. The products of their labor in the Occupations help form a class micro-economy where they learn to manage money and make business decisions. Students receive three-period lessons in new concepts during the afternoon work cycle as well as during their Occupations component, which includes direct lessons, follow-up practice, and demonstration of mastery. When they are studying Latin, for instance,

students first practice the concept through exercises and translations until they master the concept by constructing and translating unique sentences. An expert horticulturist may present a lesson where the students then practice the work, execute the follow-up tasks, and analyze the results. Because the work is hands-on, the mastery is evident in the success of the task.

The healthy, nurturing, academic environment of the Evergreen community at SVCMS supports the adolescent student in learning and practicing real work from experts in their fields and contributing to their community, where students learn that they are purposeful themselves and have a place in the world.

Middle School Trip

The Middle School Trip is a culminating element of the annual curriculum, based on Montessori Secondary Scientific Pedagogy. Attendance on Middle School trip is an expectation for all students. If a student does not attend trip, no alternative educational activity will be provided. Students who do not attend trip will be considered absent, unexcused. If the Middle School Trip presents a financial hardship for your family, you may contact the Head of School for support with trip accommodations. The School will ensure financial hardship does not prevent a student from attending the Middle School Trip.

Adult Family Responsibility

In the spirit of the Family-Guide Agreements distributed early in the school year, parents/guardians are asked to read, understand, review with your child, and comply with these guidelines, as a condition of enrollment at St. Vrain Community Montessori School. Failure to read, understand, and review these guidelines will not be an acceptable reason for failure to comply with policies and procedures outlined herein.

Appendix A: Staff Contact Information

To report **absences** please email attendance@svcmontessori.org

For questions about **student tuition** accounts, please email jramsey@svcmontessori.org

For questions about **Title IX** (a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity), please email titleixcoordinator@svcmontessori.org.

Staff Contact Information

Barbara Beumeé (Maple Co-Lead Guide)	bbeumee@svcmontessori.org
Brittney Bittner (Oak Guide)	bbittner@svcmontessori.org
Masako Brauneis (Aspen Co-Lead Guide)	mbrauneis@svcmontessori.org
Frankie Buffington (Conifer Lead Guide)	fbuffington@svcmontessori.org
Zoë Bulick (Willow North Lead Guide)	zbulick@svcmontessori.org
Jessica Chervenak (LE Program Coordinator)	jchervenak@svcmontessori.org
Amy Clarke Moore (MS Lead Guide & Level Lead)	aclarkemoore@svcmontessori.org
Gwenevere Davis (Willow North Guide)	gdavis@svcmontessori.org
Shara Davis (ABAR Coordinator)	sdavis@svcmontessori.org
Jessa Fink (Event Coordinator)	jfink@svcmontessori.org
Heidi Genty (UE Level Lead; Willow South)	hgenty@svcmontessori.org
Marc Genty (MS Math Guide)	mgenty@svcmontessori.org
Heather Gonsalves (Aspen Co-Lead Guide; Preschool Director)	hgonsalves@svcmontessori.org
Sarah Gramm (Ponderosa Lead Guide)	sgramm@svcmontessori.org
Jenny Grassley (Special Education Lead Guide)	jgrassley@svcmontessori.org
Tammy Grobaski (UE Guide)	tgrobaski@svcmontessori.org
Casie Hanson (Conifer Guide)	chanson@svcmontessori.org
Charlie Hickman (LE & UE Art and Literacy)	charlie.hickman@svcmontessori.org
Ryan Howard (Ponderosa Guide)	rhoward@svcmontessori.org
Sarah Hraha (Social-Emotional Learning Specialist)	shraha@svcmontessori.org
Jamie Jurkovich (UE & MS Writing Guide; BOD)	jjurkovich@svcmontessori.org
Anna Koclanes (CH Floating Guide)	akoclanes@svcmontessori.org
Heather Legendre (LE Literacy Intervention)	hlegendre@svcmontessori.org
Lucía Llanes-Kuhlmann (Blue Spruce Co-Lead Guide)	lucia.llaneskuhlmann@svcmontessori.org
Greg Lomme (Middle School Lead Guide)	glomme@svcmontessori.org
Lynn Lovett (Communications Manager)	llovet@svcmontessori.org
Lea Mangus (Special Ed Para)	lmangus@svcmontessori.org
Laura Marble (Willow South Lead Guide)	lmarble@svcmontessori.org
Amy Miller (Movement Lead Guide)	amiller@svcmontessori.org
Tiffany Min (Reception)	tmin@svcmontessori.org

Cindy Moran (Dir. Non-instructional Programs)	cmoran@svcmontessori.org
Renee Neiser (Special Ed Lead Guide; Student Support)	rneiser@svcmontessori.org
Robin Nosek (Oak Lead Guide)	rnosek@svcmontessori.org
Kyle O'Brien (Middle School Lead Guide)	kobrien@svcmontessori.org
Cheri Powers (Special Education Para)	cpowers@svcmontessori.org
Courtney Pomeroy (Middle School Lead Guide)	cpomeroy@svcmontessori.org
Elizabeth Ramlet (Blue Spruce Lead Guide)	eramlet@svcmontessori.org
Jennifer Ramsey (Director of Business Services, Title IX Coordinator)	jramsey@svcmontessori.org
Aimee Rawls (Blue Spruce Guide)	arawls@svcmontessori.org
Pearl Spinharney (Reception)	pspinharney@svcmontessori.org
Jobie Stom (Health & Safety)	jstom@svcmontessori.org
Yvonne Telep (Special Education Para)	ytelep@svcmontessori.org
Katie Torres (Head of School)	ktorres@svcmontessori.org
Tom Vanderhoeven (Facilities Manager)	tvanderhoeven@svcmontessori.org
Joan Vanderveen (Floating Guide & Midday Reception)	jvanderveen@svcmontessori.org
Tina Wigert (Maple Co-Lead Guide)	twigert@svcmontessori.org

Appendix B: SVCMS Grievance Process for Students and their Families

SVCMS Grievance Process for Students or their Family

- *Complaints that fall under Title IX (Nondiscrimination and Equal Opportunity) are handled under a separate process (SVMCS-AC-R-1).*
- *Complaints brought by employees regarding terms and conditions of employment shall be handled using SVCMS-GBK and SVCMS GBK-R.*
- *Complaints brought by students and their families shall be handled using SVCMS-JII and JII-R.*
- *General complaints and concerns about school operations, brought by the school community or public, shall be handled using SVCMS-KE and SVCMS-KE-R.*
- *Complaints about curriculum or instruction shall be handled under SVCMS-KEC and KEC-R.*

Complaints Brought by Students or their Families (SVCMS-JII and JII-R)

When a student and/or their guardian(s) believe that a staff action or decision is unfair or inappropriate, that student and/or their guardian(s) has the right to raise a complaint and have it considered seriously. In this regulation, such a complaint is known as a grievance.

Principles of the Grievance Process

The process of raising and resolving a grievance, whether brought by informal and formal procedures, should follow these guidelines:

All parties should treat each other with respect. Students and guardians will show respect for guides and staff as educational professionals with experience and expertise, and guides and staff will respect the special relationship between students and their guardians. The process requires all parties to exercise responsibility with respect to the actual needs of the child, the best interests of the child, and the child's specific developmental stage.

The principles of Montessori education will be upheld throughout the process. In an ideal process, participants will enhance their understanding of Montessori education as it relates to the child's needs.

The School welcomes the airing of a grievance in a responsible and constructive manner. All participants deserve to reach the end of the grievance process feeling that they have been "heard" and were treated fairly. Therefore all grievances will be considered and resolved as soon as practicable, and the process will be kept simple and effective. All input and contributions will be listened to with respect and attention by others in the process.

The Informal Process

The starting point and preferred pathway to resolution of grievances is through an informal, scheduled meeting between the relevant parties (e.g., student, guardian(s), guide(s), as appropriate). At the meeting, details of the issue, a strategy and timeframe for resolution, and other relevant information should be agreed and documented. Each party should receive a copy of the notes. When the grievance involves a student, the guide is responsible for informing the parent/guardian on progress. The process is complete, when the situation reaches an outcome satisfactory to all. Should this not be the case, the formal process should follow.

Formal Grievance Process

A. Definitions

1. A "reviewable issue" shall mean a grievance brought by a student or student's parent or guardian of a material violation of Board policies or administration regulations relating to or affecting students. The term "reviewable issue" shall not apply to any matter for which the method of review is prescribed by law and shall not apply to any subject over which the Board has no authority to act.
2. The term "days" when used in this article shall mean weekdays. Weekends and holidays are excluded.

B. Purpose

Good morale is maintained, as problems arise, by sincere efforts of all persons concerned to work toward constructive solutions in an atmosphere of good will, mutual respect, and candor. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to concerns which may from time to time arise. These proceedings will be kept as informal and confidential as shall be appropriate at any level of the procedure.

C. Procedure

A student or student's parent/guardian with a reviewable issue will first discuss it with the student's Lead Guide with the objective of resolving the matter informally.

1. Level I

If the student or student's parent/guardian is not satisfied with the disposition of the claim, the student or student's parent/guardian may file a written request with the Level Representative to the Leadership Team within five days after the informal discussion required. The written request for review shall state the particular policy, practice, rule, or unsafe conditions that form the basis of the request for review. The Level Representative to the Leadership Team shall hold a hearing with the parties in interest within ten days after receipt of the written request for review and shall provide a written answer to the issue within ten days after the hearing. The answer shall include the reason(s) upon which the decision was based.

2. Level II

If the student or student's parent/guardian is not satisfied with the disposition of the complaint at Level I, the student or student's parent/guardian may within ten days request that the matter be reviewed by the Head of School. The Head of School or designee shall review this material concerning the dispute and may arrange for a hearing with the student and/or student's parent/guardian to obtain additional information or for investigation as required. Upon completion of the investigation, or hearing, the Head of School or designee shall have ten days to provide a written decision. The decision shall state the reason(s) upon which it is based.

3. Level III

If the student or student's parent/guardian is not satisfied with the disposition of their claim at Level II, they may within ten days file a written request for review by the Board of Directors. Such request must be made through the Head of School at least ten days prior to the regularly scheduled Board meeting at which time the reviewable issue is to be considered. The Board shall

have the sole authority to determine whether further review is required and shall take one of the following actions at the next regular meeting of the Board following receipt of the student's or student's parent/guardian's request for review:

(1) Affirm or overrule the decision of the Head of School or designee, upon the information gathered during the previous proceedings.

(2) Submit the matter for further hearing before the Head of School or another officer designated by the Board with the request for specific findings, conclusions, and recommendations within 45 days. Such findings, conclusions, and recommendations will be advisory only to the Board.

(3) Schedule a hearing before the Board at a time to be determined by the Board. Following such a hearing, the Board shall enter its findings, conclusions, and decisions within 45 days.

D. General Provisions

1. At all hearings provided for in this regulation, the student or student's parent/guardian shall have the right to question any witnesses presenting material relative to the matter in issue and shall have the right to present such witnesses as the student or student's parent/guardian may deem necessary to develop the facts pertinent to the matter in issue. All documentary materials pertinent to the issue shall be made available to the student or student's parent/guardian. The student or student's parent/guardian may be accompanied at any of the hearings or fact-finding investigations by any advisor the student or student's parent/guardian deems to be appropriate or necessary.
2. No issue shall be recognized by the administration or Board unless it shall have been raised at the first level within 60 days after knowledge of the facts that form the basis for the complaint; failure to do this will cause the right to appeal to be forfeited.

Appendix C: Annual Disclosures

Directory Information

SVCMS publishes a Family Directory annually. Parents/Guardians indicate their wish to be included in the Family Directory with their enrollment materials on first enrollment. Parents/Guardians may confirm these preferences annually by reviewing their preferences in the Infinite Campus Parent Portal, at which time parents may elect to change their preferences for inclusion in the directory. The Family Directory includes student and parent/guardian names, parent/guardian phone numbers, and email addresses. Mailing and residential addresses are not included. The Family Directory is emailed to families and accessible on a password-protected section of the School's website (www.svcmontessori.org). SVCMS prohibits the use of the Family Directory for marketing purposes.

Publication of student photos on school web pages

Student pictures shall not be published on school web pages without prior written parent/guardian consent. Students' last names shall not accompany pictures, and no other personal student information (address, phone number, email address, etc.) may be included with student pictures. School staff is responsible for collecting and retaining all parent/guardian photo permits.

Publication of student photos in school newsletters and private SVCMS Facebook group

Student pictures may be published in the weekly newsletter or on the private SVCMS Facebook group without prior written parent/guardian consent. At the beginning of each school year, parents/guardians have the opportunity to opt their student out of appearing in photos featured in school newsletters or the private school facebook group. Students' names shall not accompany pictures published in any newsletters or in the facebook group. School staff is responsible for collecting and retaining all parent/guardian newsletter photo opt-outs.

Asbestos Management Plan Notification

Protecting the health and safety of students, employees, and others who use our facilities is important to SVCMS. That is why we have made identification and management of asbestos-containing materials a high priority for our school.

In late 1987, the federal government issued regulations which call for the use of new procedures in asbestos management. This annual notification is part of that regulation. Although the buildings at SVCMS were inspected and found not to contain any asbestos-containing materials, as part of our compliance, we have developed a management plan for our school. The management plan for the school describes the steps taken to inform employees and parents about the inspections and provisions for continuing surveillance at the school.

The plan developed for the school is available for your inspection at the school during normal school business hours and days.

Required Sex Offender Notice

State law (C.R.S 22-1-124) requires that all schools annually notify parents of their rights to access law enforcement agency information concerning registered sex offenders. You may request this list at the law enforcement office governing your address or the address of the school you

children attend. You must go in person and show proof of residency. Additional information can be found at the Colorado Bureau of Investigation's website at <https://cbi.colorado.gov/>.

Required Immunization of Students Notice

The Head of School or designee(s) shall provide parents/guardians of students enrolled in the school a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations at the age which each immunization should be given, the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine for the school's enrolled student population for the previous school year compared to the vaccinated children standard, and a statement that the school is required to collect and report the information, but the school does not control the school's specific immunization rates or establish the vaccinated children standard.

No student is permitted to attend or continue to attend school without meeting the legal requirements of immunization against disease unless the student has presented one of the following, as provided by law:

- A written authorization signed by a parent/guardian requesting local public health officials administer the immunizations:
- A certificate of medical exemption
- A certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or
- A certificate of nonmedical exemption

Students who do not submit an up-to-date certificate of immunization, a written authorization signed by one parent/guardian requesting local public health officials to administer the immunizations, or a valid certificate of medical or nonmedical exemption may be excluded from the school and/or school environment.

All information distributed to parents/guardians by the school will inform them of their rights to seek an exemption from immunization requirements.

Required Student Education Records and Release of Information on Students Annual Disclosure

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian (as defined below), except as set forth in law and this policy.

The Head of School or designee shall provide for the proper administration of student education records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

Content and custody of student education records

The Head of School is the official custodian of student education records.

Student education records are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; guide

observations; reports of serious or recurrent behavior patterns and any Individualized Education Program (IEP).

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein shall be maintained and logged as a part of each student's education record.

School personnel shall use reasonable methods to authenticate the identity of parents/guardians, students, school officials, and other parties to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures shall be required.

Access to student education records by parents/guardians

A parent/guardian has the right to inspect and review their student's education records if the student is under 18 years of age. Access to student education records by parents/guardians shall be in accordance with the regulation accompanying this policy.

Request to amend student education records

A parent/guardian may ask the school to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record shall be in accordance with the regulation accompanying this policy.

Disclosure with written consent

Whenever the school is required by law or policy to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice provided to the parent/guardian shall contain the following:

- a. the specific records to be disclosed;
- b. the specific reasons for such disclosure;
- c. the specific identity of any person, agency or organization requesting such information and the intended uses of the information;
- d. the method or manner by which the records will be disclosed;
- e. the right to review or receive a copy of the records to be disclosed.

The parent/guardian's consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program shall not constitute the specific written consent required by this policy.

All signed consent forms shall be retained by the school.

Disclosure without written consent

The school may disclose student education records or personally identifiable information contained therein without written consent of the parent/guardian if the disclosure meets one of the following conditions:

1. The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein.
 - a. For purposes of this policy, a "school official" is a person employed by the school as an administrator, supervisor, guide or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, consultant or therapist).

- b. A school official has a “legitimate educational interest” if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in their position description or by contract agreement; (2) used within the context of official school business and not for purposes extraneous to the official’s area of responsibility; (3) relevant to the accomplishment of some task or to a determination about the student; and (4) consistent with the purposes for which the data are maintained.
2. The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student’s application or transfer period may be supplemented, updated or corrected as necessary.
3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.
4. The disclosure is in connection with a student’s application for, or receipt of, financial aid.
5. The disclosure is to state and local officials and concerns the juvenile justice system’s ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children’s Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent.
6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.
7. The disclosure is to accrediting organizations for accrediting functions.
8. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.
9. The disclosure is to comply with a judicial order or lawful subpoena. The school shall make a reasonable effort to notify the parent prior to complying with the order or subpoena unless:
 - a. The court order or subpoena prohibits such notification;
 - b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.
10. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations and performance measurements of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.
11. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student’s case plan because such agency or organization is legally responsible, in accordance with applicable state or tribal law, for the care and protection of the student.
12. The disclosure is of “directory information” as defined by this policy.

Disclosure of disciplinary information to school personnel

In accordance with state law, the Head of School or designee shall communicate disciplinary information concerning any student enrolled in the school to any staff member who has direct contact with the student. Any staff member to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person.

State law requires the Head of School or designee to inform the student and the student's parent/guardian when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student's parent/guardian may challenge the accuracy of such disciplinary information through the process outlined in this policy and accompanying regulation.

Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the school shall release directory information to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The school shall obtain written consent annually from a parent/guardian before the release of any non-directory information required for billing. To accomplish this, the school shall:

- include a consent form with the "start of school" information each fall.
- include a consent form with IEP packet materials.
- include a consent provision on the Medical Emergency form.

Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31 of each school year, the school district shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

Annual notification of rights

The school shall notify parents of their rights pursuant to this policy at the beginning of each academic year. A copy of this policy and accompanying regulation will be included annually in the Family Partnership Guidelines available electronically on the school's website. For notice to parents/guardians who are disabled or whose primary or home language is other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights. A copy of the Family Educational Rights and Privacy Act (FERPA), and this policy and accompanying regulation may be obtained from the school office during normal business hours.

Governing law

The school shall comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations, the Individuals with Disabilities Education Act (IDEA) and its regulations, as well as state law governing the confidentiality of student education records. The school shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

Family Educational Rights and Privacy Act Annual Disclosure

The Family Educational Rights and Privacy Act ("FERPA"), the Individuals with Disabilities Education Act ("IDEA"), and Colorado law afford parents/guardians certain rights with respect to the student's education records, as follows:

1. **The right to inspect and review the student's education records within a reasonable time period after the request is made (not to exceed 45 days).**

A parent/guardian making such a request must submit to the Head of School (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Head of School, upon receipt of the written request, will make arrangements for access and notify the parent/guardian of the time and place where the records may be

inspected. The student's records shall be examined in the presence of the Head of School or designee.

During inspection and review of student education records by a parent/guardian and when requested by them, the Head of School shall provide personnel necessary to give explanations and interpretations of the records.

In the case of a request for a student's educational records that precedes an IEP meeting, manifestation determination review, IDEA due process hearing, or IDEA resolution meeting, the Head of School (or appropriate school official) shall ensure that the parent has an opportunity to inspect and review relevant records without unnecessary delay in accordance with 34 C.F.R. § 300.613(a). All other records will be provided within 45 days of the initial request.

The original record itself shall not be taken from the school building. However, upon request, one copy of the record shall be provided within a reasonable time to the parent/guardian at a reasonable cost of \$.25 a page and/or \$2.00 per document for immunization records, transcripts, birth certificates, progress reports or health records, or no more than \$10.00 per request for complete cumulative folders or IEPs. There will be a \$6.00 charge for education/graduation verifications. There will be a transaction fee of \$4.00 associated with each request when paying with a credit card.

2. **The right to request the amendment of the student's education records that the parent/guardian believes are inaccurate, misleading or otherwise in violation of the student's privacy rights.**

A parent/guardian may ask the school to amend a record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the Head of School (or appropriate school official) clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading or otherwise violates the privacy rights of the student. The request to amend a student's education record must be made in writing within ten (10) school days of the date the records were first examined.

If the Head of School, after consulting with any other person(s) having relevant information, decides not to amend the record as requested, the Head of School will notify the parent/guardian of the decision and advise them of their right to a hearing regarding the request for amendment. A request for a hearing must be made in writing to the Head of School or designee and requested within 10 school days of the parent/guardian's receipt of the decision denying the request to amend the student's education record.

If the parent/guardian requests a formal hearing, the hearing shall be held in accordance with the following:

- a. The hearing will be held within 15 school days after receipt of the request. Notice of the date, place and time of the hearing will be forwarded to the parent/guardian by certified mail.
- b. The hearing will be conducted by the Head of School or designee as designated in writing by the Head of School. The official conducting the hearing shall not be the Head of School who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
- c. Parents/guardians shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
- d. The official designated above shall make a decision in writing within 10 school days following the conclusion of the hearing and shall notify the parent/guardian of that decision by certified mail.
- e. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.

- f. The decision shall include a statement informing the parents/guardians of their right to place in the student records a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the school. If the student record is disclosed by the school to any other party, the explanation also shall be disclosed to that party.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent.

Whenever the school is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the notice provided to the parent/guardian shall contain the following:

- a. the specific records to be disclosed;
- b. the specific reasons for such disclosure;
- c. the specific identity of any person, agency or organization requesting such information and the intended uses of the information;
- d. the method or manner by which the records will be disclosed;
- e. the right to review or receive a copy of the records to be disclosed.

The parent/guardian's consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program shall not constitute the specific written consent required by this regulation.

All signed consent forms shall be retained by the school.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW, Washington, DC 20202-5920

5. The right to refuse to permit the disclosure of any or all of the categories of directory information.

The school is permitted by law to disclose directory information as defined in policy JRA/JRC without written consent of the parent/guardian. Directory information means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The parent/guardian has the right to refuse to permit the disclosure of any or all of the categories of directory information if such refusal is received in writing in the office of the Head of School.

Last Updated: August 31, 2023